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ABSTRACT

This report contains a summation of the data collected on the Fiscal Year 1973 Title I Elementary Secondary Education Act of 1965 projects in the State of Illinois. The report covers many issues which are relevant to the Title I projects. Such issues are: participation of local educational agencies, program objectives, results of the instructional activities, Title I staff and inservice training, parental involvement in Title I programs, dissemination and coordination of Title I with other programs, methods for strengthening or improving future programs, State agency monitoring, Title I trends in the State of Illinois, and, a summary of the findings and recommendations. The general format for the development of this report is as follows: Section 1 of the report is concerned with a brief summary of the significant findings in sections 2 and 3 and with the identification of specific recommendations based upon findings in sections 2 and 3. The appendixes include the Title I application, the Annual Self Assessment Questionnaire 89-10, and the list of local educational agencies failing to return their self assessment questionnaires. The main emphasis of the 1972-73 Illinois Title I evaluation was the measurement of program outcomes. (Author/JM)

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STATE OF ILLINOIS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

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1972-73 School Year

Annual Report

On Title I

Public Law 89-10 Projects

UD 012 422

Division of Supervision and Instruction

Department for Exceptional Children

Educationally Disadvantaged Children Section

Compiled by:

Program Assessment

and

Evaluation Unit

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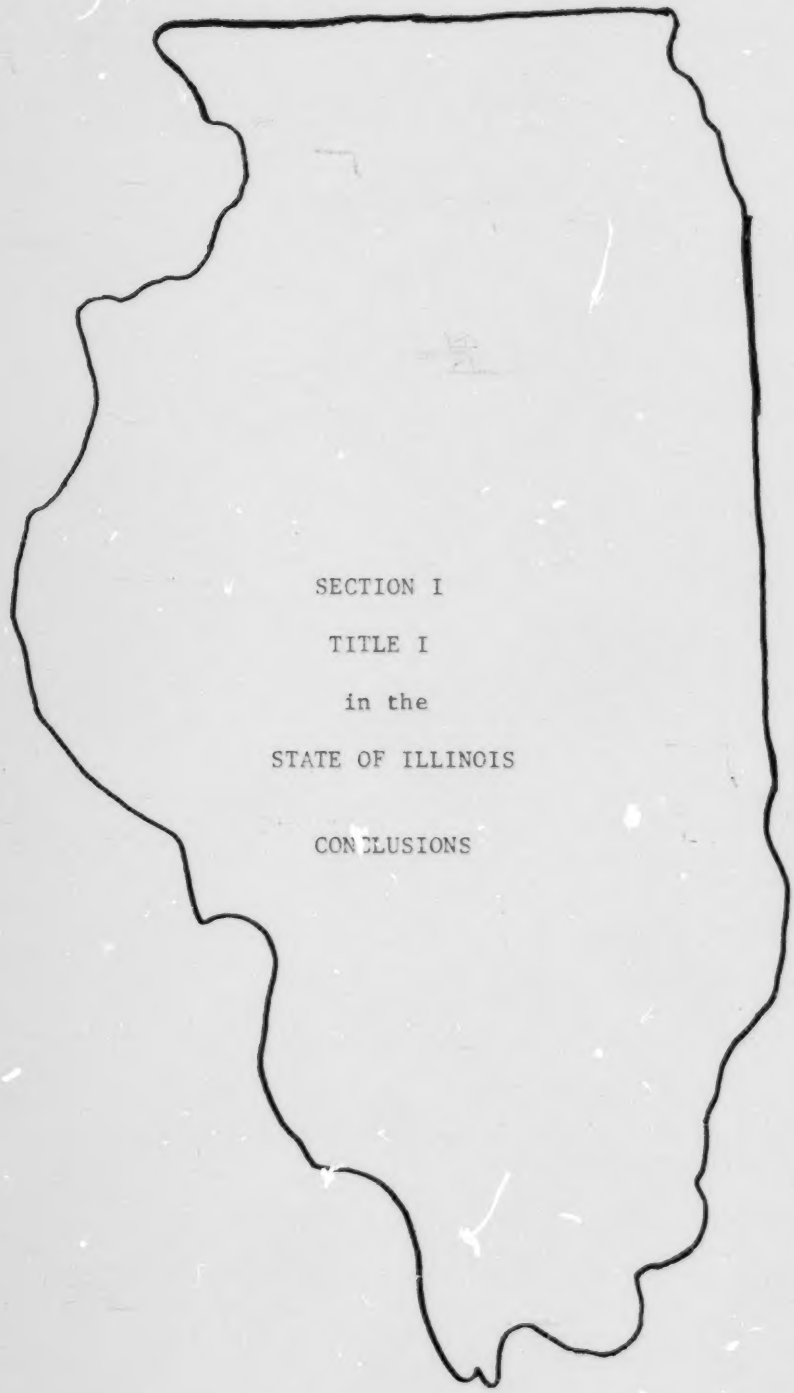

SECTION I

TITLE I

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CONCLUSIONS

INTRODUCTION

The general format for the development of this report is as follows: Section I of the report is concerned with a brief summary of the significant findings in Sections II and III and with the identification of specific recommendations based upon findings in Sections II and III.

Section II is concerned with the presentation of general information relative to cooperation between State and Local Educational Agencies in the development, implementations and evaluation of Title I projects. It is also concerned with the summary and an evaluation of the responses of the Local Educational Agencies on the 1973 Annual Self Assessment Questionnaire 89-10 (Appendix). This section of the report discusses basic state statistics, the effects of Title I projects upon educational achievement, staffing of Title I projects, inservice training, parental involvement in Title I projects, dissemination and coordination of Title I with other programs, methods of strengthening future programs, State Agency monitoring of Title I programs and trends of the future.

The appendices will include the Title I application, the Annual Self Assessment Questionnaire 89-10, and the list of LEA's failing to return their Self Assessment Questionnaires.

This report in no way reflects a summary of the financial status of Title I in the State of Illinois. This information will be included on OE forms 4319 and 4384 which are due in Washington, December 1, 1973.

Additional reports are being submitted to discuss Public Law 89-313, Programs for Handicapped Children in State Operated Institutions, Public Law 89-750, Neglected and Delinquent, and 89-750, Migrant.

PURPOSE OF PROGRAM EVALUATION

An annual state evaluation of Title I, ESEA programs is required by Federal mandate. The report which follows is filed to fulfill the obligations of the State of Illinois for the evaluation of Title I, Public Law 89-10 projects.

The information contained in this report is also presented in accordance with Action Goals for the Seventies: An Agenda for Illinois Education. Action Goals for the Seventies is a document in which the Superintendent of Public Instruction and the people of Illinois have jointly outlined some of the expectations for Illinois education in the coming years.

This particular report refers to the following goal:

> The Educational System must provide Equal Educational Opportunities for All.[1]

The report which follows will provide information for several audiences. For the Federal Government it will provide information concerning the application of Title I, Public Law 89-10 programs in the State of Illinois. For the State Educational Agency (hereafter referred to as SEA) it will provide an overview of Title I, Public Law 89-10 programs in the State and will assist with future planning. Another audience will be the Local Educational Agencies (hereafter referred to

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[1] State of Illinois, Office of the Superintendent of Public Instruction, Action Goals for the Seventies: An Agenda for Illinois Education, p 61.

as LEA's). Ideally, they will benefit from the regular self-examination of their own programs. The LEA's, then, may be able to decide if they want to intensify or alter their programs in terms of emphasis.

CHAPTER 1

SUMMARY

The main emphasis of the 1972-73 Illinois Title I Evaluation was the measurement of program outcomes. The information contained in this report, for the most part, was compiled from responses to the Annual Self Assessment Questionnaire 89-10. Sections of the questionnaire were completed by administrators, teachers, and Parent Advisory Council members (hereafter referred to as PAC).

Participation of Local Educational Agencies and Pupil Enrollment in Title I

Title I programs were conducted in 2,427 Illinois schools during the 1972-73 school year. Of this figure, 1,889 schools initiated Title I programs during the regular school term and 538 schools initiated Title I programs during the summer term. The total number of students participating in public schools equaled 133,222 and a total of 5,291 students from nonpublic schools. The data reflects a decrease of 239 public school participants and 10,087 nonpublic school participants when compared to the 1971-72 data.

Academic Areas Involved

The data revealed that 73% of the regular term participants and 65% of the summer term participants were enrolled in Reading programs. Title I programs were also involved in Mathematics, Language Arts, Cultural Enrichment, English, English as a Second Language, Industrial Arts, Home Economics,

Natural Science, Physical Education/Recreation, Social Science, Music, Business Education, Art, Vocational Education, Speech, and other.

Results of Instructional Activities

The data submitted by the LEA's on the Annual Self Assessment Questionnaire indicated that 64% of the regular term participants equaled or surpassed the LEA's standards of success, while 78% equaled or surpassed the standard of success during the summer term.

Inservice Training for Teachers

The data revealed that the most frequently used inservice activity for teachers was participating in training provided by the regular staff. A total of 598 LEA's indicated that they were provided with inservice programs which gave assistance in teaching educationally disadvantaged students. Demonstration of equipment/materials was the most frequently mentioned training activity which assisted the teachers in working with the educationally disadvantaged.

Parental Involvement in Title I Programs

The evaluation data reveals that out of the 808 districts participating in Title I programs, regular and summer, 351 of the districts reported that they failed to comply with the Federal Guidelines requiring more than a simple majority of the members on a PAC to be parents of either eligible or participating Title I students.

This information indicates a need for the SEA to take measures to see that the LEA's are meeting the requirements for PAC's.

Dissemination Techniques

The data indicates that the LEA's did disseminate information concerning their Title I projects. The techniques most frequently used were (regular term) inhouse dissemination, participation in professional meetings and non-Title I staff orientation and newspaper releases (summer term) newspaper releases, inhouse dissemination.

Strengthening Title I Programs

The districts which participated in Title I programs indicated that individualized instruction, more parental involvement, and identifying students earlier are possible ways for strengthening or improving Title I classes.

State Agency Monitoring

The School Approval Section used the 1972-73 school year as a time of planning. However, during the 1973-74 school year, 25 Title I projects will be visited. Approximately 75 outside consultants will be utilized during this school term.

Title I Trends

The data reveals the tendency for Title I programs to be concentrated in grades one through six.

The programs with the highest percentage of students were Reading and Mathematics.

There still appears to be a lack of parental involvement in Title I programs. Also there appears to be a downward trend in the quality of the objectives submitted by the LEA's and approved by the SEA.

CHAPTER 2

ANALYSIS AND RECOMMENDATIONS

The information concerning Title I programs submitted by the Illinois Local Education Agencies (hereafter referred to as LEA's) is vital to the SEA in the areas of program planning, approval, and monitoring. Due to the analysis of the data submitted, the SEA Evaluation Unit is making the following recommendations.

1. The SEA should give consideration to adopting guidelines for writing comprehensive, measurable, objectives which include not only the criteria for success, but also the variety of methods and instruments used to measure success.

2. Consideration should be given to accepting only those programs which have realistically stated measurable objectives.

3. The SEA should consider employing an individual in the area of parental involvement. This individual should direct attention toward the identification procedures for organizing and utilizing parental involvement. Specified inservice programs should be conducted to assist LEA personnel in their efforts to solicit parental involvement.

4. Consideration should be given to adopting State guidelines for parental involvement in Title I programs.

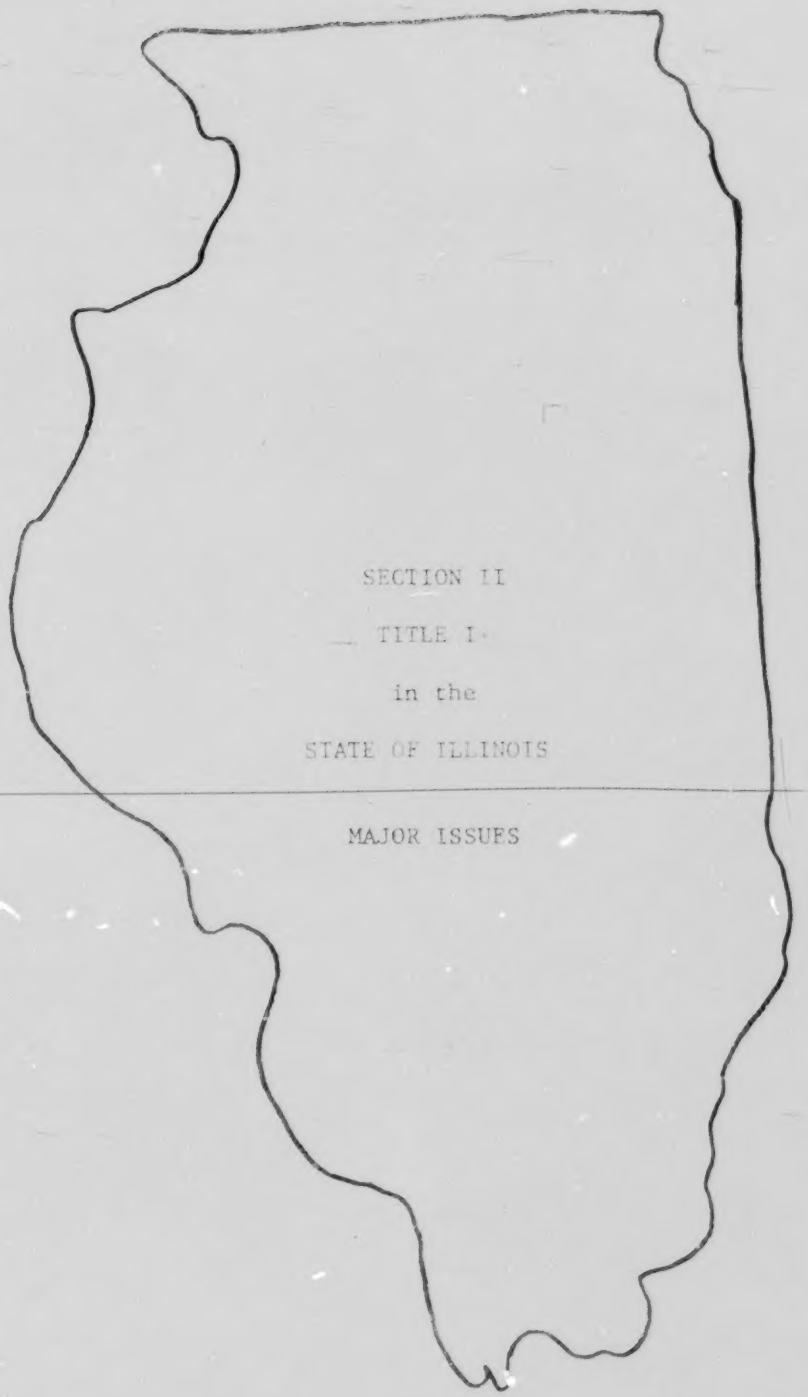
5. LEA's should consider broader based information dissemination programs in order to fulfill the intent of Federal Guidelines concerning the dissemination of information.

6. The SEA's and the LEA's should continue to direct attention to provide inservice activities for Title I teachers. These activities should be both on a workshop and consultant basis and in accordance with the program activities and needs of the teachers.

7. In order for appropriate follow-up procedures to be implemented, efforts should be made for the dissemination of the monitoring procedures and results to the necessary units.

8. The SEA should increase the number of on-site visitations it makes throughout the year as they become more sophisticated with the newly developed monitoring instruments and procedures.

9. Consideration should be given to inservicing LEA's on evaluation procedures and to work with the annual evaluation data.



SECTION II

TITLE I

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MAJOR ISSUES

CHAPTER 3

KEY ISSUES

There are many key/main issues facing Title I programs and the administration of these programs. From these issues, the State of Illinois has selected the areas of parental involvement and inservice training to focus upon.

This chapter discusses these two issues in detail and with respect to their importance to Title I programs in Illinois.

> We cannot work in a vacuum apart from the community. We cannot be successful if the community does not have the faintest idea of what we are trying to do... We cannot hope to reach the children without involving the parents in the process... We need not feel that we have to do the total job. We must give parents the opportunity to work with us.[2]

Parental involvement is not a new idea. The democratic form of government in ancient Greece, the town meeting in New England, and elected school boards are all expressions of the need for and value of participation in the decision-making process on the part of people affected by those decisions.

Recently, there has been a sharply renewed emphasis on the concept of parental involvement in government funded programs. Conceivably, parents should be given the opportunity to actively participate in making decisions concerning the education of their children. Perhaps the most important

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[2] Maryland State Department of Education, Evaluating Compensatory Education Accountability, Bureau of Elementary and Secondary Education, (DHEW), Washington, 1971, p 6.

parental decision-making can center around pinpointing the needs of their children. Parents know the home background, the problems they face, and the order in which they feel these problems can be met.[3]

> With ESEA Title I and compensatory education came a new definition of equal educational opportunity. We came to realize that equal educational opportunity does not mean the same educational program for each child, but an educational program geared to the need of each individual child - a program designed to develop to the maximum the potential of each youngster.[4]

Parental involvement in Title I projects, although mandated by Federal law and an integral component of the program, has not been fully enforced by the Illinois SEA. This is evident since 351 (or 43%) of the LEA's operating approved Title I programs in Illinois have Parent Advisory Councils (hereafter referred to as PAC's) that do not meet the Federal criteria concerning the number of parents on a council. The Federal regulations governing Title I state that each LEA that is funded for a Title I project must have a PAC which is comprised of more than a simple majority of parents who have children eligible to participate in the Title I projects. (For specified Federal Regulations concerning parental involvement in Title I, see U.S. Department of Health, Education and Welfare, Title I, ESEA Program Guides 44 and 45-A, and U.S. Department of Health, Education and Welfare, Parental Involvement in Title I, ESEA - Why? When? How?)

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[3] Ira J. Gordon, Parental Involvement in Compensatory Education. ERIC Clearinghouse on Early Childhood Education, University of Illinois Press, 1968, p 64.

[4] Joseph S. Wholey, Bayla F. White, Leona B. Vogt, Richard B. Zamoft, Title I Evaluation and Technical Assistance, Assessments and Prospects. U.S. Department of Health, Education and Welfare, Office of Education, 1971, p 5.

> Some administrators and teachers view parents as threats and wish they would stay away from the school. On the other hand some parents, especially from low income backgrounds, stay away from the school, do not trust school personnel, and feel powerless to influence the school and its activities.[5]

A program which has found parental involvement to be an asset is Follow Through. One of the major components of Follow Through is parental involvement utilized not only as members of a council, but also as teacher aides in the classroom.

At least four major kinds of parent participation are necessary for an effective Follow Through project:

1. Participation in the process of making decisions about the nature and operation of the project through frequent meetings of a Policy Advisory Committee and other parent groups.
2. Participation in the classroom and school as paid employees, volunteers, or observers.
3. Provision for regular home contact by Follow Through staff.
4. Parent educational and community activities which parents have helped develop.

An important point to consider is that parents have the decision-making power concerning the education of the children in Follow Through.

Although parental involvement is mandated in both programs, there is a definite difference in the regulations governing the involvement. Title I regulations lack an enforcement mechanism, while Follow Through Guidelines state:

> Every Follow Through Project must provide for significant parent participation in all aspects of the project.

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[5] Gordon E. Greenwood, William F. Breivogel, Hattie Bissent. Some Promising Approaches to Parent Involvement. Theory Into Practice (TIP). College of Education, Ohio State University, Volume XI, Number 3, June 1971, p 183.

Title I regulations state:

> Each local educational agency shall prior to the submission of an application...

The enforcement mechanism built into the Follow Through Guidelines not only ensures parents of their involvement in the project, but also assures the local administrators of parental support and cooperation.

> A basic belief of Follow Through is that parents have both the right and the responsibility to share in determining the nature of their children's education. Accordingly, parents are asked to take an active role in the Follow Through program. Cooperation between parents and Follow Through staff - in homes, classrooms, and community - (1) helps parents learn how they can support and influence the program and contribute to their child's total development and (2) helps staff respond to the needs and goals of the parents and community as they plan project activities.[6]

It is recognized that accomplishments have been made in establishing functioning parent advisory councils; however, the need remains to broaden (extend) the insights of parents and teachers for more effective involvement in the education of children.

Recently, several promising approaches to parent involvement have been developed in local, university based, and federal experimental programs like Parent-Child Centers, Head Start, and Follow Through. The following five levels of parent involvement summarize the developments that have occurred: (1) audience; bystander-observer, (2) teacher of the child, (3) volunteer, (4) trained worker, and (5) participants in decision making, especially through advisory board membership. Most attempts at parent involvement have historically been at level one.[7]

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[6] U.S. Office of Education, A Guide to Follow Through. Bureau of Elementary and Secondary Education, Department of Health, Education and Welfare, 1973, p 5.

[7] Op cit., Greenwood, p 183.

One of the main reasons for including parental involvement in Title I programs centers around the concept that this type of involvement would increase the effectiveness of the programs. The concept of parental involvement must be embraced wholeheartedly. Nothing is to be gained by "paper" or "figurehead" councils. The concept of involvement should be approached as a partnership between community and school, which in turn enables parents, agency representatives, and school personnel to develop the insight and skills necessary to aid the participant in the program. With the formation of the partnership, there should be more relevant school effort, greater support from the community, less friction between school and community. The ultimate beneficiary, of course, is still the child in need.[8]

Another key issue which relates directly to the education of the educationally disadvantaged child is the inservice training of the teachers instructing these children.

Recommendations two, seven, and eight of the 1971-72 Annual Title I Report referred to the need for increased training of Title I teachers and aides. However, from the data collected (see Table 7.1 and 7.2) it appears as though there was less of an emphasis on inservice training for the 1972-73 school year.

> Research indicates that compensatory education does not consist merely of reducing class size. It does not consist merely of using the same instructional techniques that have failed in the past. Subsequently the traditional use of drill and repetition in remedial education is not likely to improve achievement for disadvantaged children. Similarly increasing guidance contacts from one to two or three per year or even providing more intensive personal counseling

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[8] U.S. Department of Health, Education and Welfare, Handbook on Parent Councils, Office of Education, p 5.

> as a solitary treatment seems to make little difference. Reducing class size without changing what teachers do seems unimportant, and, similarly, modest increments in available materials have hardly brought about improvements.[9]

There is evidence to show that a student's achievement level will tend to confirm that teachers preconceived judgment of that student's capabilities. We cannot continue to teach down to the child and expect him to achieve our high standard of success.[10]

Perhaps the time has come to revamp the training of those individuals who will be working with the educationally disadvantaged child (see Recommendations). Considerations might be given to the idea that efforts for aiding the disadvantaged students ought to be focused on teachers learning the proper techniques of teaching disadvantaged students. This area is one of such importance, it should be an ongoing effort in order to meet new needs as they arise.

The chapters that immediately follow represent the evaluation of data on Title I, 89-10, in Illinois for the 1972-73 school year.

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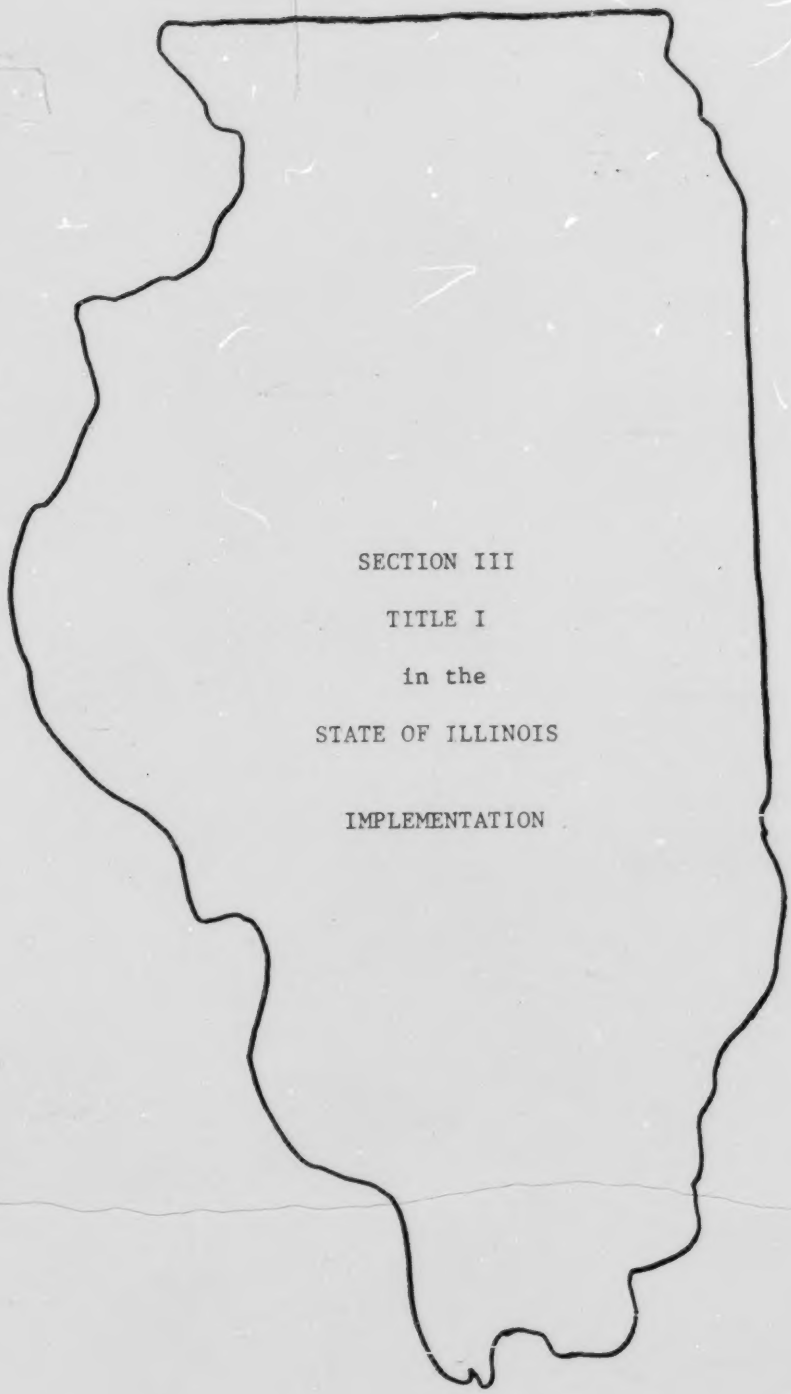
[9] Edmund W. Gordon, Compensatory Education: Evaluation in Perspective, IRCD Bulletin, Dec. 1970, Vol. VI, No. 5, p 5.

[10] U.S. Department of Health, Education and Welfare, Evaluating Compensatory Education Accountability, Office of Education, p 5.



SECTION III

TITLE I

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IMPLEMENTATION

CHAPTER 4

PARTICIPATION OF LOCAL EDUCATIONAL AGENCIES AND PUPIL ENROLLMENT IN TITLE I

Title I programs were conducted in 2,427 Illinois schools during the 1972-73 school year. Of this figure 1,889 schools initiated Title I programs during the regular school term (606 projects) and 538 schools initiated Title I programs during the summer term (202 projects). Some of these same schools could have also had regular term programs. During the 1971-72 school year, Title I programs were conducted in 3,036 schools (727 projects).

The data is based on the return of 808 regular and summer term projects that completed the Annual Self Assessment Questionnaire 89-10.

Table 4.1 illustrates the number of public school and nonpublic school children who participated in the regular and summer term.

Table 4.1 Number of Unduplicated Participants by School Term

Term	Public School Participants	Nonpublic School Participants
Regular Term	114,134	4,328
Summer Term	19,088	963
Total	133,222	5,291

Nonpublic schools do not receive Title I funds. However, educationally deprived children who attend these schools and reside in eligible school attendance areas are eligible to participate in the public school Title I programs.

The total number of nonpublic school children participating during the regular term comprised .04% of the students who participated in public regular term Title I programs. Nonpublic school students participating during the summer comprised .05% of the students who participated in summer term Title I programs.

The ways in which nonpublic schools receive Title I services vary from district to district. Below is a breakdown of the services provided and the number of nonpublic school students who participated in each service:

Table 4.2 Nonpublic School Participation

Procedures or Services Provided	Number of Participants 1972-73	
	Regular Term N = 606	Summer Term N = 202
Nonpublic School Students Attended Public School Classes	3,037 (74%)	814 (80%)
Project Staff Provided Services At Nonpublic School On Regularly Scheduled Basis	473 (12%)	30 (2%)
Nonpublic School Students Participated In Field Trips or Cultural Enrichment Activities	453 (11%)	505 (37%)
Private School Employees Paid To Perform Services Outside Regular Hours	2	0
Other	148 (3%)	9 (1%)

Figures May Be Duplicated

According to the data submitted by the LEA's, the majority of nonpublic school students attended public school classes.

Table 4.3 compares the procedures or services provided to nonpublic school participants during the '71-'72 and '72-'73 school years.

Table 4.3 Comparison of 1971-72 and 1972-73 Data on Nonpublic School Participants

Procedures or Services Provided	71-72 N = 727	72-73 N = 808
Nonpublic school students attended public school classes	2226 (10%)	3851 (69%)
Project Staff provided services at nonpublic school on regularly scheduled basis	12123 (57%)	503 (9%)
Nonpublic school students participated in field trips or cultural enrichment activities	6347 (30%)	958 (18%)
Private school employees paid to perform services outside regular hours	0	2 (1%)
Other	613 (3%)	157 (3%)

In comparing the 1971-72 school year data to the 1972-73 school year, there is an increase in the number of nonpublic school children attending public school classes. However, there are drastic reductions in the number of participants in all the other procedures or services provided.

The following table illustrates the differences in the number of participants for the 1971-72 and the 1972-73 school years.

Table 4.4 Comparison of Participants 1971-72 School Year to 1972-73

1971-72 school year N = 727		1972-73 school year N = 808	
Public School	133,461 (90%)	133,222 (96%)	
Nonpublic	15,383 (10%)	5,296 (4%)	
Totals	148,844	138,518	

The data reflects a slight decrease (-239) in the number of public school children and a drastic decrease (-10,087) in the number of nonpublic school children who participated in the public school Title I programs.

Due to the limitation of the data collected during the 1971-72 school year, it is impossible to designate the decrease in public school students to one specific grade level.

The chapter which follows is a discussion of the objectives of the programs in which the above students participated.

CHAPTER 5

LOCAL EDUCATIONAL AGENCIES OBJECTIVES

The Federal Guidelines which regulate Title I programs state that the objectives of a Title I program must be clearly and realistically stated in terms of the types of changes being sought and the degree of change that is expected by the end of the project as a result of each major activity in the program.

Recommendation number four of the 1971-72 Annual Report on Title I stated:

> "A concerted effort should be made to inservice LEA's on writing specific measurable objectives."[11]

The information on the 1972-73 Annual Self Assessment Questionnaires does not reflect adequate inservice for the LEA's on writing specific measurable objectives. The program review team from the United States Office of Education visited Illinois during the week of February 5-9. One of their criticisms centered on the lack of specificity in LEA objectives. The following are examples of objectives taken from the questionnaires. The objectives are vague with regard to the specific gain in mind or how the goal is to be evaluated.

Eight months advancement

Improve reading ability 10%

---

[11] State of Illinois, 1972 Annual Report on Title I, Public Law 89-10 Projects, Office of the Superintendent of Public Instruction, p 74.

Supply the child with tools or skills that he can use. Goal to raise his grade score as much as possible in time allotted.

A moderate growth in grade level.

Improve self-image, general attitudes and reduce absenteeism.

Improve reading skills and bring the children to grade level or as close as possible.

Developing positive attitude toward reading.

These objectives were approved by the SEA regional teams and were in actual program operation.

The Maryland State Department of Education has proposed a clear, simple way of arriving at measurable objectives.

The first step they begin with is a needs assessment. Without a needs assessment, an LEA has no basis for formulating an objective or deciding what kinds of services to provide. The needs assessment should be as comprehensive as possible covering the total child and not just his academic performance.

The statement of objectives should parallel the statement of needs in structure and in detail. The more specificity that is put into a needs assessment and statement of objectives, the more specificity can be put into a plan of services to meet those needs and reach those objectives.

Objectives have three components and three characteristics.

Measurability is the first characteristic of a well-conceived objective. An objective should be based on stated assessed needs that can be described in measurable terms.

The second characteristic of a carefully stated objective is the relevance of the objective to the assessed needs and the type of treatment of services provided.

> The third and last characteristic of an objective is realism. The predicted progress should be realistic.[12]

It is imperative that LEA's write the stated objectives of the program in measurable terms, stating the standard of success expected with the method of evaluating this standard.

Individualization may be the trend for the future. Action Goals for the Seventies has emphasized individualization as a plan for the state. The emphasis for this is that each individual child's needs will have to be considered and subsequently objectives will have to be stated on an individual basis.

Examples

The following are examples of the passable objectives by the LEA's:

> We feel that students should achieve at least one month's gain on a standardized test for each month of instruction.
>
> It was projected that during the project year participating pupils would show 1.2 years' progress as measured by a standardized reading test.
>
> Students will be expected to achieve one month's gain on a standardized reading test for each month of instruction in the project.
>
> Each student is expected to achieve one or more month's gain on a standardized reading test for each month of Title I instruction.
>
> Fifty percent of participating students will gain ten months' growth in vocabulary and comprehension as measured by the Gates Mac Ginitie Reading Test.

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[12] Maryland State Department of Education, Compensatory Education Accountability, Bureau of Elementary and Secondary Education, 1971, p 6.

At least 40% of participating students will be reading at or above grade level by May, 1973, as measured by the Gates Mac Ginitie Reading Test.

Students were expected to exhibit one month's gain in reading skills for each month of instruction in the project by scores on Gates Mac Ginitie Reading Tests and Stanford Achievement Test scores in areas related to reading.

In order for Illinois LEA's to achieve HEW's standard of specific measurable objectives, it is evident that inservice sessions dealing in the process of needs assessment and the writing of specific measurable objectives will be a necessity. It is not only the responsibility of the LEA's to comply with HEW's suggestions, but it is also the SEA's responsibility to assist the LEA's in every possible capacity (see Recommendations and Monitoring Chapters).

CHAPTER 6

RESULTS OF INSTRUCTIONAL ACTIVITIES

The responsibility for determining the methods for selecting students who will participate in the Title I programs has been left up to the LEA's.

The following is a list of procedures or methods used by the LEA's in selecting participants.

Table 6.1 PROCEDURES FOR SELECTION OF PARTICIPANTS

Frequency			Frequency		
Regular N=606	Summer N=202	Procedure	Regular N=606	Summer N=202	Procedure
589 (25%)	198 (26%)	Teacher Referral	255 (11%)	119 (16%)	Parental Referral
579 (25%)	165 (22%)	Standardized Testing	230 (10%)	57 (8%)	Teacher-made Tests
299 (13%)	96 (13%)	Grades	84 (4%)	35 (4%)	Other
277 (12%)	85 (11%)	Guidance/ Counselor Referral			

The data reflects that teacher referral and standardized testing were the most frequently used procedures for selecting participants. The least used were parental referral and teacher-made tests. The Self Assessment Questionnaire requested the LEA's to specify the category of "Other" if they selected this as a category. None of the districts selecting "Other" specified the procedure used.

Although the Federal Guidelines require Title I programs to be instructional in nature, they do not specify any one academic area in which resources are to be concentrated. The responsibility of determining the areas to be covered has been left up to the LEA's. The LEA's needs assessment provides the basis for the selection of the academic area of the program.

Organizing the classroom activities for implementation of the Title I objectives remains the responsibility of the LEA's.

The following organizational procedures characterize the instructional activities for the 1972-73 school year regular term, Title I 89-10 projects.

Table 6.2 ORGANIZATIONAL TECHNIQUES IN RANK ORDER (REGULAR TERM)

Techniques	Frequency N=606
Individual Instruction	22%
Small Group Instruction	21%
Drill	14%
Individualized Counseling	10%
Tutorial Assistance	10%
Individual Learning Packets	9%
Large Group Instruction	5%
Field Trips	4%
Group Counseling	3%
Other	2%

The most frequent techniques used in the regular term were individualized instruction and small group instruction. Field trips and group counseling were the least frequent techniques used. The LEA's were requested to specify what they meant if they selected "Other" as a category; however, none of the districts complied.

The techniques used during the summer term were ranked somewhat different. The following table illustrates the ranking of the organizational techniques used during the summer term.

Table 6.3 ORGANIZATIONAL TECHNIQUES IN RANK ORDER (SUMMER TERM)

Technique	Frequency N=202
Small Group Instruction	20%
Individualized Instruction	19%
Drill	11%
Large Group	10%
Field Trips	10%
Tutorial Assistance	9%
Individualized Counseling	8%
Individual Learning Packets	7%
Group Counseling	3%
Other	3%

Again, the most frequent techniques used were small group instruction and individualized instruction. Individual learning packets and group counseling were the techniques used least. Once more, the LEA's failed to specify what they meant by "Other."

Data is not available on either term for individual instructional areas by grade level.

There was a variety of teachers and aides assigned to Title I projects during the 1972-73 school year. The following table shows the utilization of instructional staff by instructional areas.

Table 6.4 STAFF BY INSTRUCTIONAL AREA

Instructional Activities	Teachers		Aides		Other	
	Reg Term	Smr Term	Reg Term	Smr Term	Reg Term	Smr Term
Reading	2413	1194.1	1133	276.5	764.1	129.4
Mathematics	1249.8	609.5	817.2	115.4	566	509
Language Arts	1023.8	2465	770	502	315	360
Cultural Enrichment	191	1500	131	340	188	481
English	225	321	69	55	45	20
English as a Second Language	170	155	90	80	110	7
Industrial Arts	16	80	---	20	---	---
Home Economics	55	60	10	10	10	10
Natural Sciences	267	300	10	50	120	114
Physical Ed/Recreation	156	784	---	250	20	178
Social Sciences	489	196	139	60	135	4
Music	7	114	---	40	---	30
Business Education	40	22	20	---	20	---
Art	5	560	---	230	---	68
Vocational Education	65	70	10	20	10	11
Speech	20	250	---	90	---	14
Other	1216	2343	231	750	79	478

Figures may be duplicated

For the regular term there are more teachers and aides in Reading, Mathematics, Language Arts, and Other.

The data indicates there are more art and music teachers and aides during the summer term.

The following information is concerned with the instructional or enrichment activities conducted by the LEA's in the State of Illinois. The Annual Self Assessment Questionnaire requested the LEA's to submit individual

information on each instructional activity which was supplemented with Title I funds. Therefore, Tables 6.5 and 6.6 list the instructional activities, the number of participants, success ratio, and methods of determining success by term. The method of determining success is listed in rank order by activity by grade level.

PERCENTAGE OF SUCCESS BY GRADE LEVEL FOR REGULAR TERM PARTICIPANTS
BY ACTIVITY WITH METHODS OF DETERMINING SUCCESS

Table 6.5

Grade Level	# of Part.	Success Ratio	Methods of Det. Success	# of Part.	Success Ratio	Methods of Det. Success	# of Part.	Success Ratio	Methods of Det. Success	# of Part.	Success Ratio	Methods of Det. Success	Total
	Grades 1-3			Grades 4-6			Grades 7-9			Grades 10-12			
Reading	36869	68%	1-3-2-4-5*	36313	62%	1-3-2-4-5	11121	68%	1-3-2-4-5	1966	72%	1-3-2-4-5	66%
Mathematics	5993	72%	1-3-2-4-5	6595	62%	1-3-2-4-5	2760	61%	1-3-2-4-5	451	74%	2-3-1-4-5	66%
Language Arts	2703	81%	1-3-2-4-5	1353	60%	1-3-2-4-5	695	74%	3-1-2-4-5	406	79%	2-3-1-4-5	74%
Cultural Enrichment	309	77%	3-1-2-5	265	77%	3-2-1-5	368	72%	3-1-2-4-5	44	89%	3-2-1-4-5	76%
English	52	83%	1-2-3	84	77%	1-3-2	654	84%	1-3-2-4-5	487	80%	3-2-1-4	82%
English - 2nd Language	84	83%	3-2-1-4	98	78%	3-1-2-4	83	80%	3-1-2-4	93	87%	2-3-1-4	82%
Industrial Arts	--	--	--	--	--	--	17	76%	2-3-1-4-5	7	100%	2-3	83%
Home Economics	--	--	--	7	100%	2-3	54	98%	2-3-4-5	9	100%	2-3	99%
Natural Science	--	--	--	910	51%	--	206	84%	2-3-1-5	62	100%	1-2-3	59%
Physical Ed./ Recreation	191	86%	2-3	86	92%	2-3	157	66%	2-3-5-4	342	89%	2-3-4-5	84%
Social Science	68	76%	1-2-3	69	91%	1-2-3	406	85%	3-2-1-4-5	594	90%	2-3-1-5-4	88%
Music	--	--	--	34	82%	3	28	86%	3	1	100%	3	84%
Business Ed.	--	--	--	12	83%	2-3	52	83%	3-3-4	43	95%	2-3-1-4	88%
Art	45	100%	3-2	55	100%	3-2	28	100%	3-2	--	--	--	100%
Vocational Ed.	--	--	--	14	93%	3-2-1	151	81%	3-2-1-4-5	52	94%	2-3	85%
Speech	28	100%	3	32	100%	3	25	88%	3-1	--	--	--	96%
Other	25926	64%	1-3-2-5-4	27657	53%	4-1-2	6902	52%	3-2-5-1-4	853	79%	3-5-2-1	57%
Total	62268			73584			23707			5412			

*KEY
1 = standardized tests
2 = teacher-made tests
3 = observation
4 = criterion reference tests
5 = other

Table 6.6

PERCENTAGE OF SUCCESS BY GRADE LEVEL FOR SUMMER TERM PARTICIPANTS
BY ACTIVITY WITH METHODS OF DETERMINING SUCCESS

Grade Level	# of Part.	Success Ratio	Methods of Det. Success	# of Part.	Success Ratio	Methods of Det. Success	# of Part.	Success Ratio	Methods of Det. Success	# of Part.	Success Ratio	Methods of Det. Success	Total
	Grades 1-3			Grades 4-6			Grades 7-9			Grades 10-12			
Reading	2256	77%	1-3-2-4-5*	3896	66%	1-3-2-5-4	1741	75%	1-3-2-5-4	96	83%	1-3-2-5	71%
Mathematics	2973	76%	1-3-2-5-4	2595	69%	1-3-2-5-4	1755	81%	1-3-2-4-5	59	90%	1-2-3-4-5	75%
Language Arts	958	78%	3-1-2-5-4	538	63%	1-3-2-5-4	113	82%	1-4-3-5	41	83%	3-2-1-4	73%
Cultural Enrichment	618	93%	3-1-2-5-4	500	95%	1-2-1	363	81%	3-2-4-2-1	11	100%	3-2-4	91%
English	3	100%	3	1	100%	2	149	85%	1-2-3	207	88%	2-3-1-4-5	87%
English - 2nd Language	43	87%	2-3-1-5	29	97%	2-3-5	144	73%	1-1	31	79%	1-3	79%
Industrial Arts	--	--	--	16	100%	3-5	733	95%	3-2-5	--	--	--	95%
Home Economics	--	--	--	16	100%	3-5	277	67%	3-2-1-5-1	37	74%	1-2-3	69%
Natural Science	39	62%	1-3-5-2-1	39	90%	--	784	78%	3-1-2-4-5	102	85%	2-3-4-1-5	79%
Physical Ed Recreation	1239	85%	3-2-1-4-5	691	86%	3-2-1-4-5	830	91%	3-1-2-5	51	96%	3-1-2	87%
Social Science	60	77%	3-1-5	52	69%	1-3	204	82%	3-1-2-5	108	96%	3-1-2-5	83%
Music	146	94%	3-5	64	95%	3-5	259	63%	3-5	24	83%	3-5	77%
Business Ed.	--	--	--	--	--	--	182	62%	2-3	88	81%	2-3-5	68%
Art	390	93%	3-2-1-5	359	93%	3-2-5-1	685	82%	3-2-5-4	43	98%	3-2-5	89%
Vocational Ed.	--	--	--	--	--	--	261	78%	3-5-1-2	39	95%	3-2-1	80%
Speech	248	93%	3-2-4-1-5	37	95%	3-2-1-4-5	13	100%	3-1-2-4	18	100%	1-2-3-4	94%
Other	1755	75%	3-1-2-4-5	787	82%	3-1-5-2-4	808	89%	3-5-2-1	28	68%	3-2	80%
Total	15931			9620			9303			975			

KEY
1 = standardized tests
2 = teacher-made tests
3 = observation
4 = criterion reference tests
5 = other

During the regular term, there appears to be a greater emphasis in reading programs for all grade levels. The data indicates that all grades in reading had the same ratings for the methods of determining success (standardized tests, teacher-made tests, observation, criterion reference tests, other).

The efforts for grades one to three, four to six, and seven to nine appear to be concentrated in Reading, Social Science, and English. Overall, there is a very low percentage of success for Reading, Mathematics, Natural Science, and "Other" programs. The low ratio could relate directly to the criteria for success.

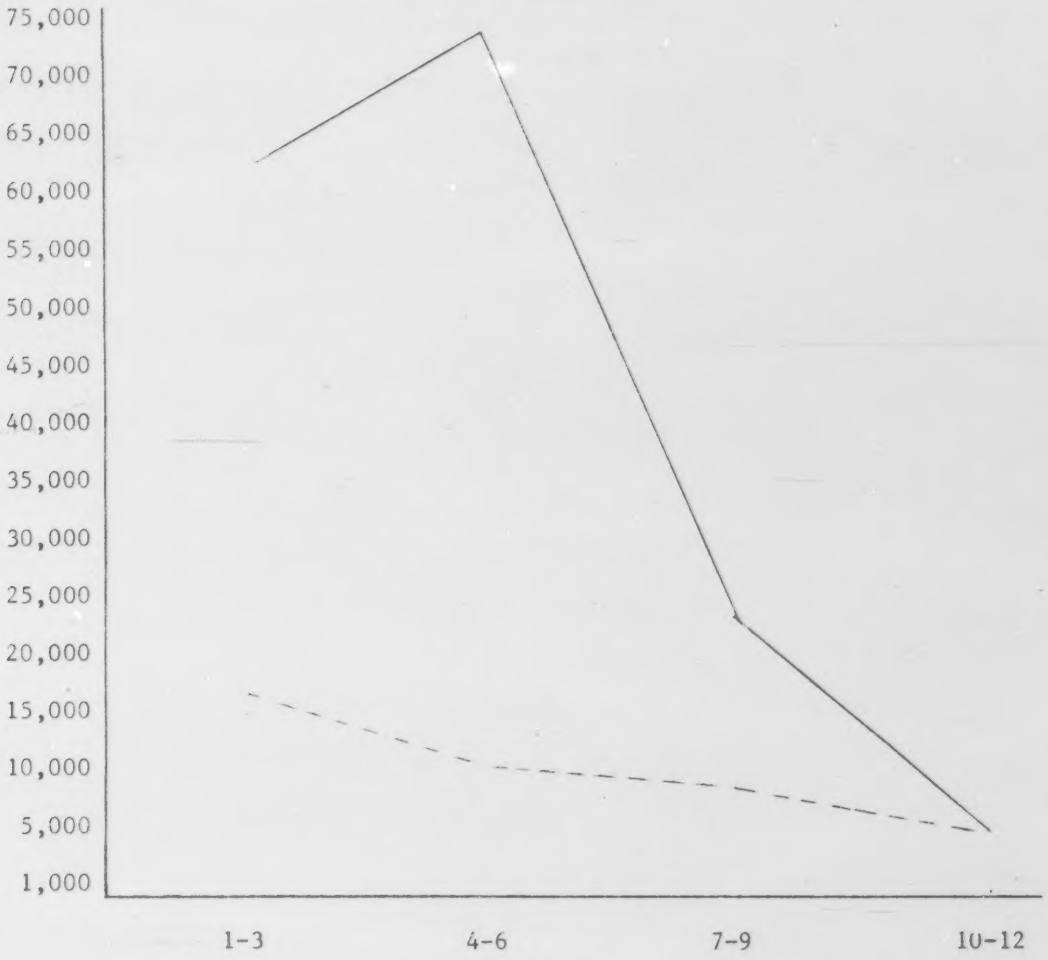
"Other" was comprised of guidance counseling, library services, and individual tutoring. It is interesting to note that in the category of "Other" in grades four to six, criterion reference tests ranked as the most frequently used methods of determining success.

Another point of interest is the use of observation as a method of determining success. It ranked high in all grade levels. The information collected does not reveal a definition for observation; however, one may speculate or hypothesize by saying it could include using a check list during a specific day when the teacher is observing the students behavior and not working directly with them.

During the summer term for grades one to three, four to six, and seven to nine, the greatest concentration of effort appears to be in Reading, Mathematics, and Physical Education/Recreation. For grades 10-12, the efforts appear to be concentrated in English, Social Science, and Natural Science. For grades one to three, there appears to be more of a variety of instructional activities during the summer term. For the summer term, there is a low percentage of success in the area of Business Education and Home Economics.

There appears to be somewhat of a decline in the number of participants in grades 7-9 and 10-12 as compared to grades 1-6. The following chart illustrates the decline in participants by grade level.

Chart 6.1 PARTICIPANTS BY GRADE LEVEL



——— = Regular Term

- - - - = Summer Term

Physical Education/Recreation and Music have more of an emphasis during the summer term as compared to the regular term. Also, there appears to be more of a variety of instructional activities during the summer term. In both terms, grades 7-12 have more of a variety of activities as compared to grades 1-6.

Data is not available for a comparison to previous years.

The LEA's used a variety of tests in their regular term Title I programs. Table 6.7 illustrates the tests used in the regular term Title I programs.

Table 6.7 RANK ORDER OF TESTS USED DURING REGULAR TERM

Frequency Reg N=606	Tests	Frequency Reg N=606	Tests
21%	Gates/Gates Mac Ginitie	5%	California Reading
16%	SRA Achievement	5%	California Achievement
14%	Stanford Achievement	2%	Nelson-Denny Reading Test
10%	Metropolitan Reading	19%	Other
8%	Iowa Test of Basic Skills		

The most frequent used test was the Gates/Gates Mac Ginitie, while the least frequent used test was the Nelson-Denny Reading Test. The California Reading and the California Achievement had the same ranking. "Other" was comprised of such tests as the P.L.C. Test, Stanford Diagnostic, S.T.S., Gray Oral Reading, Peabody, and the Wide Range Achievement Test.

Data is not available for a comparison to previous years.

The following table reflects the tests used during the summer term.

Table 6.8 RANK ORDER OF TESTS USED DURING SUMMER TERM

Frequency Smr N=202	Tests	Frequency Smr N=202	Tests
17%	Stanford Achievement	4%	California Reading
16%	SRA Achievement	2%	California Achievement
15%	Gates/Gates Mac Ginitie	1%	Nelson-Denny Reading Test
11%	Metropolitan Reading	28%	Other
6%	Iowa Test of Basic Skills		

The most frequent tests used in summer Title I programs were the Stanford Achievement and SRA Achievement, while the California Achievement and Nelson-Denny Reading Test were the least frequent used. "Other" was comprised of such tests as Durrell-Sullivan, ITA, and Peabody.

The Title I teachers' responses to the section requesting information concerning contributing factors which lead to success are illustrated in Table 6.9.

Table 6.9 FACTORS LEADING TO SUCCESS (REGULAR AND SUMMER)

Contributing Factor	Frequency
Individualized Instruction	807 (53%)
Motivation	134 (9%)
Use of Varied & Appropriate Materials/Equipment	103 (7%)
Providing Opportunities for Success at Appropriate Levels	53 (4%)
Rebuilding Self-Image/Self-Concept	29 (2%)
Parental Concern/Involvement	23 (2%)
Use of Phonics	9 (.5%)
Concentrated on Individual Areas of Weakness	6 (.5%)
Other	321 (22%)

The data indicates that individualized instruction was the most frequently mentioned factor which contributed to the success of the Title I programs. Concentrating on individual areas of weakness and the use of phonics received less of an emphasis. "Other" consisted of the quality of teachers, good attendance, desire for better grades, and interest in the subject.

The responses to the factors leading to failure are illustrated in Table 6.10.

Table 6.10 FACTORS LEADING TO FAILURE

Main Factor	Frequency
Absenteeism	342 (27%)
Lack of Motivation	175 (13%)
Lack of Parental Interest/Home Involvement	120 (9%)
Lack of Ability	87 (7%)
Learning Disability	82 (6%)
Poor Self-Image/Self-Concept	53 (4%)
Standard of Success Unrealistic	30 (2%)
Lack of Stimulating Material	9 (1%)
Other	399 (31%)

The data reflects that absenteeism and "Other" were the most frequently mentioned factors contributing to failure. "Other" consisted of poor home background, mental problems, and improperly diagnosed. "Standard of Success Unrealistic" and "Lack of Stimulating Material" were the least frequently mentioned factors contributing to failure.

Even though the State of Illinois gets an Urban and Rural Grant, none of the districts reported specifically on their Urban/Rural programs.

The data from the evaluation questionnaires for the 1971-72 school year resulted in 80% of the students in Title I programs equaling or surpassing the LEA's standards of success. The data submitted by the LEA's on the Annual Self Assessment Questionnaire indicated that 64% of the regular term participants equaled or surpassed the LEA's standards of success, while 78% equaled or surpassed the standard of success during the summer term.

CHAPTER 7

TITLE I STAFF AND INSERVICE TRAINING

According to the Federal Guidelines, the most crucial phases of the Title I program are the orientation, indoctrination, and development of the personnel who have been chosen to conduct the program. Even though there were 53,196 regular term and 18,275 summer term professional staff members teaching in Title I programs, not all of them participated in inservice activity.

Inservice activities provided by Title I funds must be specifically geared to the activities of the Title I programs, and they must be of sufficient size and depth to have an impact on the participant and the program.

> Only if we have teachers who are understanding, who sense the professional challenge of working in poverty areas, and most of all, who care, will we succeed in our goal to provide the disadvantaged child with the same benefits available to all other children.[13]

The Federal Guidelines recommend that studies of other ongoing programs, "sensitivity" training, and other approaches specifically designed to help teachers do a better job of providing special services for and relating to children with special needs should be tried and evaluated.

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[13] United States Department of Health, Education, and Welfare, Office of Education, Evaluating Compensatory Education Accountability, p 5.

Inservice activities provided for Title I teachers must also be made available to aides if they are being utilized in the program.

The questionnaire data revealed the following information concerning inservice attendance in the districts participating in Title I programs.

Table 7.1 INSERVICE TRAINING

	Number of Teachers		Number of Aides	
Inservice Activity	Regular N=606	Summer N=202	Regular N=606	Summer N=202
Participated in training provided by regular staff	3630	1138	1291	270
Participated in training provided by Title I staff only	3163	1602	1394	379
Other	1953	319	1864	69

Figures may be duplicated

The data reveals that the most frequently used inservice activity for teachers was participating in training provided by regular staff; while for aides participating in training provided by Title I staff only and "Other" were the most frequently used forms of inservice training.

The unduplicated count of Full-time equivalent (hereafter referred to as Fte) aides participating in inservice training activities totaled to 3348.3 for the regular term and 388 for the summer term. The unduplicated count of Fte teachers participating in inservice training equaled 4,207.8 during the regular term and 1456 during the summer term.

Looking at the number of professional staff members teaching in Title I projects, 53,196 regular term and 18,275 summer term, it appears that only a small percentage (14%) of regular term, and (31%) of summer term received inservice training.

A total of 598 or 74% of the LEA's indicated that they were provided with inservice programs which gave assistance in teaching educationally

disadvantaged students. Table 7.2 illustrates the various types of training activities which assisted the districts.

Table 7.2 TRAINING ACTIVITIES ASSISTING IN TEACHING EDUCATIONALLY DISADVANTAGED

Activity	Frequency
Demonstration of equipment/material	195 (33%)
Review of techniques/methods	93 (16%)
Identifying and solving problems of the educationally disadvantaged	48 (8%)
Learned about various approaches being used with Title I students	20 (5%)
Better understanding of the problems of Title I students	28 (5%)
Assessment of evaluation techniques	16 (3%)
Behavior modification techniques	13 (2%)
Identification and selection of educationally disadvantaged	10 (2%)
Other	163 (26%)

Demonstration of equipment/material was the most frequently mentioned training activity which assisted the LEA's in teaching educationally disadvantaged students. Of all things, identification and selection of educationally disadvantaged was the least frequently mentioned training activity. Also, identifying and solving problems of educationally disadvantaged is only 8%. It would appear that this area would have a greater emphasis. "Other" which consisted of 26% of the responses comprised of such things as attended conference at local university, enrolled in reading courses, exchanged instructional ideas, and orientation to learning center.

Data was not collected on the quality of these inservice training activities. However, during the 1973-74 school year, the SEA will be collecting information directly from Title I teachers. This information will pertain to the types and quality of inservice training, and knowledge of Title I and teacher attitudes. The lack of use of criterion reference test was also noted on the Self Assessment Questionnaire.

Perhaps inservice sessions on this particular area would be beneficial to the teachers and the administrators.

The Self Assessment Questionnaire did not request information concerning inservice for administrators. However, it is also important that the administrators be given specific inservice training in the areas of program planning, development, and evaluation. These areas are of prime importance to an effective Title I program.

CHAPTER 8

PARENTAL INVOLVEMENT IN TITLE I PROGRAMS

The Federal Guidelines specify that each district which has a Title I program must also have a PAC. The council must be comprised of more than a simple majority of parents whose children are eligible to participate in the Title I program. The council must be involved in the planning, development, operation, and evaluation of local Title I programs.

Using the Federal criteria mentioned above, that more than a simple majority of the members on a council must be parents of children eligible to participate, it should be noted that 351 (43%) districts in the State reported they did not meet this requirement. Of the 351 districts, 75 (21%) did not have any contact with the SEA.

The Federal Guidelines do not specify the number of times a PAC should meet. Table 8.1 illustrates the number of PAC meetings held in Illinois during the 1972-73 school year.

Table 8.1 FREQUENCY OF PAC MEETINGS

Number of Meetings	N=606 Regular PAC	N=202 Summer PAC
No Answer	123(21%)	68(33%)
1	71(12%)	16(8%)
2	146(24%)	45(22%)
3	112(18%)	35(17%)
4	86(14%)	30(15%)
5	15(2%)	1(1%)
6	7(2%)	3(1%)
7	5(1%)	1(1%)
8	7(2%)	2(1%)
9+	24(4%)	1(1%)

It is interesting to note that 123 (21%) regular term and 68 (33%) summer term PAC's did not respond at all to this section. Very few of the PAC's had nine or more meetings. A point of interest is that 24% of the regular term PAC's and 22% summer term PAC's had only two meetings.

Due to the limitation of the data collected during the 1971-72 school year, it is impossible to compare the number of meetings between the two school years. The information which follows was collected from Title I administrators.

The data submitted by the LEA's reflects that overall, parents comprised 67% of the total members on PAC's. Table 8.2 reflects the classification of the members.

Table 8.2 CLASSIFICATION OF PAC PERSONNEL

Classification	Number	
	Regular N=606	Summer N=202
Parents of Title I Children participating in project	3663(54%)	1084(52%)
Parents of nonTitle I children from project area	939(14%)	315(15%)
Nonpublic school representative	220(3%)	103(5%)
School district personnel	1678(24%)	496(24%)
Other	311(5%)	90(4%)
Total	6811	2088

Figures may be duplicated

School district personnel comprised 24% of the regular term personnel.

Table 8.3 illustrates the areas in which the above members were involved.

Table 8.3 PAC INVOLVEMENT

Areas of Involvement	Regular N=606	Summer N=202
No answer	57(9%)	32(16%)
Planning only	64(11%)	26(13%)
Operation only	18(3%)	1(1%)
Evaluation only	14(2%)	3(1%)
Planning and operation	44(7%)	10(5%)
Planning and evaluation	165(27%)	64(32%)
Operation and evaluation	22(4%)	5(2%)
Planning, operation, evaluation	222(37%)	61(30%)
Total	585	192

The LEA's reported that 37% of the regular term PAC's and 30% of the summer term PAC's were involved in all three -- planning, operation, and evaluation. The data indicates that 27% of the regular term PAC's and 32% of the summer term PAC's were involved in both planning and operation. Those LEA's that did not respond totaled 9% for the regular school term and 16% for the summer school term.

It is interesting to note the number of PAC's involved in the three areas. However, there appears to be a discrepancy in the data submitted by the LEA's. This discrepancy is noted in the following table which reflects the various activities in which Title I parents were involved.

Table 8.4 PARENT INVOLVEMENT

Activity	Frequency	
	Regular N=606	Summer N=202
Participated in conferences with project staff	480(22%)	140(20%)
Visited Title I classes or activities	411(18%)	135(18%)
Evaluated project activities	335(15%)	117(16%)
Involved in planning project activities	333(15%)	109(15%)
Attended orientation meetings at school	314(14%)	101)14%)
Contacted at home by project staff	176(8%)	45(6%)
Served as volunteer aides	89(4%)	39(5%)
Selection of attendance areas	52(2%)	30(4%)
Other	36(2%)	18(2%)

The information submitted for this data reflects a discrepancy in both the evaluation and planning areas (see table 8.3). It would appear that the figures would be much larger in Table 8.4 since this data reflects total parental involvement and not just the involvement of the PAC.

It appears that participating in conferences with the project staff (passive involvement) and visiting Title I classes or activities (active involvement) were the most frequently used forms of parental involvement. Serving as volunteer aides (active involvement) and participating in the

selection of attendance areas (active involvement) were the least frequently used forms of parental involvement.

The Self Assessment Questionnaire requested the members of the PAC's to complete certain sections on the form. The following table illustrates the responses of the PAC's to a question dealing with aspects of the Title I programs which the members thought to be most beneficial to the Title I students.

Table 8.5 MOST BENEFICIAL ASPECTS OF PROGRAM

Aspect	Frequency
Individualized instruction	359(49%)
Wide variety of instructional materials and techniques	30(4%)
Students worked on own level	29(4%)
Permit child to participate without fear of failure	20(3%)
Smaller classes	10(1%)
Quality of teachers	9(1%)
More opportunity for self-expression	7(1%)
Other	270(37%)

The data indicates that the members of the PAC felt that individualized instruction was the most beneficial aspect of the Title I programs. "Other" was comprised of such things as improved self-image, relaxed atmosphere, nonthreatening nature of the program and no competition. It should be noted here that some of the responses were not even relevant to the question, therefore they, too, were put in the category of "Other."

The PAC was asked to also respond to a question about the least beneficial aspects of the programs. Table 8.6 illustrates the responses.

Table 8.6 LEAST BENEFICIAL APSECTS

Least Beneficial Aspects	Frequency
Use of specific material/equipment	32(5%)
Students had to make up regular class assignments after attending special classes	29(4%)
All students needing assistance could not participate	16(2%)
Missed regular classes completely	14(1%)
Large group instruction	9(1%)
Group instruction	5(1%)
Repeated drill work	2(1%)
Nothing	217(31%)
Other	381(54%)

The data indicates that a large percentage of the PAC's felt that there were not any apsects least beneficial to the programs. "Other," which had the highest percentage of responses, was compiled of such things as poor environment, quality of staff, lack of transportation, not enough money, not enough time spent with the students.

Of the 787 PAC's responding, 210 felt that they did not have an effect on the Title I programs. Table 8.7 illustrates the effects that 73% of the PAC's had on their Title I programs.

Table 8.7 PAC EFFECTS ON TITLE I PROGRAMS

Effects	Frequency
Planning for future programs	103(18%)
Generated public interest	86(15%)
Recommendations of PAC lead to changes	62(11%)
Instrumental in disseminating Title I information to the community	44(8%)
Evaluation of the programs	33(6%)
Gave teachers greater insight and weaknesses of students	31(5%)
Helped reinforce teachers efforts	22(4%)
Assisted in activities	22(4%)
Other	176(29%)

The data reveals that, overall, when the PAC had the opportunity to participate, they felt they had the greatest effect in the areas of planning for future programs and generating public interest. "Other," which had a high number of responses, was comprised of such things as

assisted in formulating inservice activities, helped to establish positive attitudes between parents and staff, encouraged staff to keep same program, and changed negative attitude of parents.

Even though the survey requested information on how parents were involved in Title I programs, it did not request the quality of their involvement in the various activities.

The data collected for the 1972-73 school year reveals that only 3% of the parents of Title I students are PAC members. This percentage is figured by dividing the total number of Title I parents on PAC's by the total number of Title I participants, and should not be taken as an absolute figure but only as an indicator. Once again, it is evident that parental involvement in Title I is in need of improvement.

CHAPTER 9

DISSEMINATION AND COORDINATION OF TITLE I WITH OTHER PROGRAMS

The Federal Guidelines state that a Title I program must include provisions for the dissemination of information to teachers and administrators for their use in planning and conducting projects. Emphasis should be placed on the dissemination of information which will contribute to improved program planning and operation both in the applicant's district and in other districts. Districts are to develop information dissemination programs to include involvement of the community and parents of children served by the projects. Dissemination procedures should include such items as annual reports, newsletters, and news releases for the purpose of informing the public and other educators about program objectives and procedures and to gain support for the project.

Methods

Table 9.1 illustrates the frequence of use for each dissemination technique as listed on the evaluation form.

For the regular term, the most frecently used method of dissemination was inhouse dissemination. Least frequently used were radio and TV presentations.

Newspaper releases were the most frequently used methods of dissemination during the summer term while the least frequently used was published brochures.

Table 9.1 FREQUENCY OF DISSEMINATION METHODS (SUMMER/REGULAR TERM)

Regular N=606	Summer N=202	Methods	Regular N=606	Summer N=202	Methods
472 (12%)	149 (3%)	Presentation to Community Groups	568 (14%)	3984 (77%)	Newspaper Releases
71 (2%)	22 (1%)	Radio-TV Presentation	437 (11%)	141 (3%)	School Publication
621 (15%)	171 (3%)	Participation in Professional Meeting	45 (1%)	21 (1%)	Published Brochures
538 (14%)	143 (3%)	Non-Title I Staff Orientation	463 (12%)	102 (1%)	Visitation Program
630 (16%)	376 (7%)	Inhouse Dissemination	99 (3%)	40 (1%)	Other

Although the information on dissemination for the 1971-72 school year is not separated according to regular and summer terms, it is possible to do a comparison of totals.

The following chart is a comparison between 1971-72 and 1972-73 school year of the frequency of use for each dissemination technique.

Table 9.2 COMPARISON OF 1971-72 AND 1972-73 SCHOOL YEAR FREQUENCY OF DISSEMINATION METHODS

1971-72 N=727	1972-73 N=808	Methods	1971-72 N=727	1972-73 N=808	Methods
1045 (11%)	621 (7%)	Presentations to Community Groups	--- ---	1006 (11%)	Inhouse Dissemination
234 (2%)	93 (1%)	Radio, TV Presentation	1820 (19%)	4552 (50%)	Newspaper Releases
1185 (13%)	792 (9%)	Participation in Professional Meeting	1962 (21%)	578 (6%)	School Publications
1269 (13%)	781 (9%)	Non-Title I Staff Orientation	246 (3%)	66 (1%)	Published Programs
			1661 (18%)	564 (6%)	Visitation Programs

The number of newspaper releases have more than doubled since the 1971-72 school year. In all other areas, there is a drastic reduction.

Recommendation six of the 1971-72 Annual Report stated:

> LEA's should consider a broader based information dissemination program in order to fulfill the intent of Federal Guidelines concerning the dissemination of information.[14]

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[14] State of Illinois, Op.cit. p 75.

The data collected from the LEA's indicate that they are disseminating less information this year. However, we are unable to judge the quality of the dissemination taking place since examples were not requested.

Coordination With Other Programs

The Federal Regulations suggest that where cooperation would be beneficial contacts with other federally funded programs should be initiated.

Possibilities for Cooperation

The following chart illustrates federally funded programs which were in operation in the school districts during the 1972-73 school year.

Table 9.3 PROGRAMS IN OPERATION IN SCHOOL DISTRICTS 1972-73

Frequency			Frequency		
Regular N=606	Summer N=202	Program	Regular N=606	Summer N=202	Program
409 (43%)	129 (44%)	ESEA, Title II	57 (6%)	16 (5%)	Community Action Agency
74 (7%)	25 (9%)	Neighborhood Youth Corps	36 (4%)	15 (5%)	Other
95 (10%)	36 (12%)	Public Law 874 Impacted Areas	9 (1%)	1 (1%)	ESEA, Title IV
98 (10%)	27 (9%)	Head Start	9 (1%)	0	Follow Through
86 (9%)	23 (8%)	NDEA Programs	4 (.5%)	0	Model Cities
81 (8%)	22 (7%)	ESEA, Title III	1 (.5%)	0	Teacher Corps

Overall, the greatest opportunities for cooperation between Title I programs and other federally funded programs existed with ESEA, Title II. The fewest opportunities for cooperation existed with Follow Through, Teacher Corps, and Model Cities. These specified programs had exactly the same rating during the 1971-72 school year.

The ways in which the LEA's cooperated with other programs vary from district to district.

The following chart illustrates the different methods of cooperation between the Title I program and other federally funded programs.

Table 9.4 ACTIVITIES WITH OTHER PROGRAMS

Frequency			Frequency		
Regular N=606	Summer N=202	Activity	Regular N=606	Summer N=202	Activity
339 (36%)	100 (34%)	Shared Library Resources	56 (6%)	16 (%)	Other Tutorial Assistance
284 (30%)	91 (31%)	Shared Materials and Supplies	38 (4%)	14 (5%)	Other
141 (14%)	38 (13%)	Participated Together in an Educational Program	28 (3%)	14 (5%)	Assisted in Field Trips
62 (7%)	17 (6%)	Health Services			

Data is not comparable to previous years due to a change in the questionnaire format. Sharing library resources was the most frequently used activity, while being assisted with field trips was the least used activity.

CHAPTER 10

STRENGTHENING OR IMPROVING
FUTURE PROGRAMS

LEA Plans

The results of evaluation, ideally, assist the LEA's in formulating their plans for strengthening or improving their projects. A section of the Annual Self Assessment Questionnaire requested that the LEA's respond to a section concerning the strengthening or improvement of future programs.

The following data is a result of the LEA's comments.

Table 10.1 METHODS OR PROCEDURES FOR STRENGTHENING TITLE I PROGRAMS

Frequency			Frequency		
Regular N=606	Summer N 202	Method	Regular N=606	Summer N=202	Method
298 (18%)	95 (18%)	Individualized Instruction	110 (7%)	31 (5%)	More Updated Equipment
263 (16%)	79 (14%)	More Parental Involvement	97 (6%)	31 (5%)	Change Scope of Program
217 (13%)	85 (16%)	Identify Students Earlier	65 (4%)	27 (5%)	Smaller Classes
177 (11%)	71 (12%)	Increase Inservice	46 (3%)	25 (4%)	Hire More Teachers
162 (10%)	40 (8%)	Select Appropriate Students	81 (5%)	35 (6%)	Other
113 (7%)	42 (7%)	Revise Curriculum			

The above data indicates that individualized instruction, more parental involvement, and identifying students earlier are possible ways for strengthening or improving Title I programs. Smaller classes and hiring more teachers were the least frequently mentioned methods of strengthening or improving Title I programs.

The following table illustrates the comparison of data from the 1971-72 school year and the 1972-73 school year.

COMPARISON OF 1971-72 AND 1972-73

Table 10.2 METHODS OF STRENGTHENING TITLE I PROGRAMS

Frequency 1971-72 N=727	Frequency 1972-73 N=808	Method	Frequency 1971-72 N=727	Frequency 1972-73 N=808	Method
98 (10%)	393 (18%)	Individualized Instruction	96 (10%)	141 (6%)	More Updated Equipment
92 (10%)	342 (16%)	More Parental Involvement	-- --	128 (6%)	Change Scope of Program
21 (2%)	302 (14%)	Identify Students Earlier	25 (3%)	92 (4%)	Smaller Classes
-- --	248 (11%)	Increase Inservice	63 (7%)	71 (3%)	Hire More Teachers
28 (3%)	210 (10%)	Select Appropriate Students	477 (50%)	116 (5%)	Other
53 (6%)	155 (7%)	Revise Curriculum			

During the 1971-72 school year, individualization and updated equipment/materials were the most frequently mentioned methods for strengthening future programs. Smaller classes and earlier identification were the least frequently mentioned methods.

Once again, a copy of the Annual Self Assessment Questionnaire will be filed with the application form in the regional SEA office (see Chapter 11 for explanation). Therefore, information regarding previous programs will be available to the SEA personnel (regional teams) when they are requested to assist in planning program implementation.

CHAPTER 11

STATE AGENCY MONITORING

"What remains as the keystone of state evaluation activities is the variety of activities which we have called 'monitoring'. Monitoring activities vary in content, structure, organization, and emphasis across the states. No matter how haphazardly monitoring activities are carried out, they provide the direct opportunity for the state to influence local project development and to collect information for use by state personnel in decisions about project funding."[15]

In the State of Illinois, there are a variety of monitoring methods used. For instance, project approval is one method of monitoring. The Department for Exceptional Children has recently reorganized into six regional teams and each specific team is responsible for a region in the state. Each team is responsible for a variety of programs, including Title I. The team members review the Title I program applications as they are received. If necessary, the SEA team members may request certain corrections or changes. If corrections are not necessary, the team members approve the program. This is just one form of monitoring.

The SEA teams also have contact with the LEA's in a variety of other ways. The LEA's were requested to respond to a section concerning

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[15] Joseph S. Wholey, Bayla F. White, Leona B. Vogt, Richard Zamoft, Title I Evaluation and Technical Assistance - Assessment and Prospects, United States Department of Health, Education and Welfare, 1971, p 5.

contact with SEA regional teams. Following is a table illustrating their replies.

Table 11.1 TYPE OF CONTACT WITH SEA REGIONAL TEAMS

Frequency		Method of Contact	Frequency		Method of Contact
Regular N=606	Summer N=202		Regular N=606	Summer N=202	
289	105	Assisted with financial questions/ problems	70	30	Telephone contact only
214	72	Met at SEA inservice session(s)	38	14	Assisted in developing evaluation system
196	78	Provided assistance in completing SEA forms	30	6	Requested by LEA as a consultant in local inservice session
171	30	Visited program	22	10	Other
157	50	Assistance in planning program activities			

"Assisted with financial questions/problems" (which could have been direct contact with state finance section) and "Met at SEA inservice session(s)" were the most frequently mentioned forms of contact between the LEA and the SEA regional teams. The least frequently used method of contact was being requested by LEA's as a consultant in local inservice sessions.

It is interesting to note that a total of 100 LEA's had telephone contact with the SEA regional teams. There were 189 LEA's that reported no contact at all with the SEA regional teams and 152 LEA's that did not indicate if they had contact with the regional teams.

The on-site monitoring of Title I programs has been delegated to the School Approval Section. The 1972-73 school year was to be used to establish criteria for evaluating Title I programs. A team approach will be delegated to accomplish visitations to Title I sites. The team will include LEA personnel with Title I expertise.

Present Title I monitoring efforts in most states are quite deficient. Some typical problems with current monitoring activities follow.

1. Assessments are too subjective relying on impressions gathered through unstructured interviews.

2. Assessments are not reliable enough to allow comparisons among groups of projects.

3. Monitoring personnel receive little or no training.

4. There is no systematic follow-up to determine what changes are made in project operations.

5. There is no system for funneling Title I program monitoring information from the states to the Office of Education.[16]

The School Approval Section spent the 1972-73 school year developing the monitoring process for visiting Title I programs. Since this particular year was one for planning, Title I programs were not visited by this section. The following information on monitoring procedures pertains to the 1973-74 school year and are a direct result of the 1972-73 year of planning.

The School Approval Section, which has employed two SEA consultants with Title I funds, will visit 25 Title I projects (see Appendix D). There will be approximately 75 LEA consultants with some expertise in Title I available for these visits. The purposes of a School Approval visit to a Title I project are to determine:

1. whether the project meets all legal requirements;

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[16] Ibid.

2. the fidelity of the project operation to the project application as approved by the SEA;

3. the educational value of the project;

4. the accuracy of the data used by the LEA in program planning.

An on-site visit should include an examination of: selection of target areas, comparability, needs assessment, objectives, financial management, administration of the project, nonpublic participation, parent involvement, equipment and supplies, selection of participants, staff and inservice training, coordination with regular school program evaluation and dissemination.

The team will consist of three to six members. The basic team will have:

1. a team leader, who is the representative of the Superintendent of Public Instruction;

2. a supervisor of a local Title I project;

3. a curriculum specialist in the academic area covered by the project; and

4. other members as needed depending on the size of the project.

Formulated plans include, in addition to the three members of a basic team, a specialist in financial management for the larger ($100,000) projects, and specialists in appropriate program areas.

Team members are selected after being recommended by program development SEA sections as having expertise in areas of Title I. Assignments are made on the basis of their recommendations.

The SEA monitoring team leader will be responsible for selecting team members, securing their released time from their local districts, and making assignments.

Each district to be monitored will be contacted by the team leader. The Educational Service Region personnel will be requested to arrange for a facility that can be used for the orientation meeting, as the work area during the visitation, and as the meeting place for the oral reporting session.

On the first day of the visit, an orientation meeting will be held. At the meeting, each team member will receive a specific assignment and will be given specific instructions about:

1. how to conduct the visitation;
2. procedures to use to gleam information; and
3. how to fill out forms and vouchers.

Each team member is requested to submit a report to the team leader. The team leader will summarize the reports and will make an oral report to the LEA superintendent.

The presentation will include an explanation of how the information was collected, the observed strengths of the program, and recommendations to alleviate any observed weaknesses or violations. A final report will be prepared and returned to the LEA. The LEA must respond within 45 days to the School Approval Section.

During the 1973-74 school year, the School Approval Section will continue to make changes and alterations on their forms and in their monitoring procedures.

CHAPTER 12

TITLE I TRENDS

During the 1972-73 regular school year, there were 86,169 children enrolled in Title I Reading programs. This comprised 75% of the total number of children enrolled in regular term Title I programs. There were 606 regular term Title I projects.

During the summer term, there were 12,989 children enrolled in Title I reading programs. This comprised 65% of the total number of children enrolled in summer term programs. There were 202 summer term Title I projects. The current percentage of enrollment for the regular term (73%) is the same as last year's (73%).

The chart below is a breakdown by percentage for each instructional area for the State of Illinois during the 1972-73 school year.

ENROLLMENT IN INSTRUCTIONAL AREAS
(REGULAR AND SUMMER TERMS)

Table 12.1

Percentage		Instructional	Percentage		Instructional
Regular	Summer	Activity	Regular	Summer	Activity
73%	65%	Reading	1%	14%	Physical Education/ Recreation
13%	37%	Mathematics	1%	2%	Social Sciences
4%	8%	Language Arts	.1%	2%	Music
1%	7%	Cultural Enrichment	.1%	1%	Business Education
1%	2%	English	.1%	8%	Art
.1%	1%	English as a Second Language	.1%	1%	Vocational Education
.1%	4%	Industrial Arts	.1%	2%	Speech
.1%	2%	Home Economics	42%	17%	Other
1%	5%	Natural Sciences			

Figures are duplicated

The areas with the highest percentage of enrollment for both terms were Reading and Mathematics. There appears to be much more of an emphasis on Physical Education/Recreation, Cultural Enrichment, and Art during the summer term.

It is unfortunate that additional comparisons cannot be made with previous years' data. Information has been lost due to inconsistent data reported in the past.

During the 1971-72 school year, there were 148,844 students enrolled in Title I programs. The data for the 1972-73 school year indicates that 138,518 students were enrolled in Title I programs. This is a decrease of 10,236 participants. Of this figure, 239 participants are public school children and 10,087 are non-public school participants.

Table 12.2 indicates the concentration of participants by grade level for both regular and summer terms.

Table 12.2 NUMBER OF PARTICIPANTS BY GRADE LEVEL (REGULAR-SUMMER TERMS)

1-3		4-6		7-9		10-12	
Regular	Summer	Regular	Summer	Regular	Summer	Regular	Summer
62,268	15,931	73,584	9,620	23,707	9,303	5,412	975

Figures are duplicated

The data indicates a large portion of the Title I programs were concentrated in grades one through six.

Another trend appears to be a significant number of LEA's (351) which have PAC's that do not meet the Federal criteria. It is evident that the LEA's and SEA's will have to cooperate in their efforts to meet the Federal Requirements.

The specific measurable objectives submitted by the LEA's, and accepted by the SEA's, are again vague in terms of standard of success. and criteria for measuring success. It is apparent that both the LEA's and SEA have a need for training in the area of writing objectives.

EVALUATOR'S COMMENTS

The comprehensiveness of this report can only be as comprehensive as the Title I programs. The report barely reflects a broad view of the state because of the confusing variety of inappropriately stated objectives, criteria of success, and the methods of determining success. The report in no way reflects an in depth view of the individual instructional activities nor an in depth view of the program participants.

No chart, table, or statistical data can reveal the impact of a program upon the total child. Perhaps it is time that the whole child be considered and not just his lack of achievement in one area. The total child and his healthy development will relate to his achievement not only in the academic world but also in his adult life.

A program which does take an in depth look at the total individual child is exemplified by Follow Through. In this particular program, the various aspects of the individual participants are considered and remediated as a whole instead of in segments as does Title I. Another beneficial component of Follow Through is the enthusiastic attitudes of the parents, teachers, and administrators which are reflected in their strong conviction and belief in the Follow Through program. Due to the number of Title I projects in Illinois, and the way in which information is collected, we are unable to refer to enthusiasm of teachers, parents, and administrators.

Our present day society should no longer allow us to live in an "educational prism" of just success vs failure. The accumulation of information and the regurgitation of statistical reports will no longer suffice as

relevant programmatic evaluations. However, there will be little choice but to continue in this pattern unless comprehensive and far-reaching changes are made in the present approaches Title I uses to solve the problems of the educationally disadvantaged.

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT

Appendix A

Title I, Public Law 89-10
1020 South Spring Street
Springfield, Illinois 62706

ANNUAL SELF ASSESSMENT QUESTIONNAIRE 89-10
Fiscal Year 1973

INSTRUCTIONS: Complete in triplicate, retain one copy and submit two copies to the above address by July 30, 1973 for regular projects and by September 1, 1973 for summer projects. *(Separate forms are to be completed on Regular Term Project and Summer Projects.)*

DEFINITION OF TERMS

The following definitions are provided to establish a common consensus of certain terms used in this questionnaire.

Unduplicated Count is used to denote the actual number of participating students or Title I staff members for whom funds were allocated to the school district or the actual number of participants in a given assignment or category. The unduplicated count should only identify a participant for the identified classification in the report.

Full-Time Equivalent (FTE) is used to denote the time of one staff member serving on a full time basis for the duration of the project or school term. Decimal places are indicated in the boxes for FTE. Please round off to the tenth place. Do not put fractions in these boxes.

Project is used to denote the whole body of plans to assist educationally disadvantaged students as described in the Title I application. A school district may have one or more approved projects.

1. NAME OF EDUCATIONAL AGENCY	2. COUNTY - DISTRICT CODES	3. TYPE OF PROJECT ☐ Regular Term ☐ Summer Term
4. ADDRESS (Street, City, Zip Code)		5. PHONE NUMBER OF CONTACT PERSON
6. PERSON RESPONSIBLE FOR TITLE I EVALUATION	SIGNATURE	

GENERAL INFORMATION

7. A. Number of Title I schools in the district _____

B. Unduplicated number of public school children participating in Title I Project _____

C. Unduplicated number of nonpublic school children participating in the Title I Project _____

D. Number of professional staff members teaching in Title I Projects _____

TO BE COMPLETED BY TITLE I TEACHERS

8. INSERVICE TRAINING: You may select one teacher or a group of teachers to work in cooperation with the Title I Director in order to complete this form. For each applicable category, report the number of participants. A teacher or aide may be counted in more than one category.

INSERVICE ACTIVITY	TITLE I STAFF PARTICIPATION	
	TEACHERS	AIDES
	Number of Teachers	Number of Aides
Participated in training provided by the regular staff		
Participated in training provided by the Title I staff only		
Other		

Unduplicated count of FTE aides participating in inservice training activities. _____

Unduplicated count of FTE teachers participating in inservice training activities. _____

How often did you meet?

☐ Weekly ☐ Monthly

☐ Bimonthly ☐ Other (specify) _____

9. Were you provided with inservice programs which assisted you in teaching educationally disadvantaged students?

☐ YES ☐ NO (If yes, please give us an example of how this training is/will assist you.)

SELECTION OF PARTICIPANTS

10. Check the procedure or methods used to select the Title I participants.

☐ Teacher referral ☐ Guidance counselor referral ☐ Parental referral ☐ Other (specify)

☐ Standardized testing ☐ Grades ☐ Teacher made tests

OSPI 20

PROGRAM ACTIVITIES — TO BE COMPLETED BY TITLE I TEACHERS

You may select one teacher or a group of teachers to work in cooperation with the Title I Director in order to complete this form.

INSTRUCTIONS Select from the list below the activity which most adequately describes the instructional activities of your project and enter the coding number in question 11 below. Complete the rest of the page with information for this activity only. *Repeat this procedure for each instructional activity.*

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English - 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed. - Recreation
11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify)

11. PUPIL PARTICIPATION

For this activity only, report the number of public and nonpublic school children participating in each applicable instructional or enrichment activity by grade levels.

INSTRUCTIONAL OR ENRICHMENT ACTIVITY	NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVELS						TOTAL
(Write Code)	PK-K	1-3	4-6	7-9	10-12	Ungraded	

12. List below the materials and equipment used to implement this activity (e.g. reading machines, learning packets).

EQUIPMENT	MATERIALS

13. Check one or more of the techniques listed below that was used to implement the above activity.

- ☐ Individualized Instruction
- ☐ Tutorial Assistance
- ☐ Small Group Instruction (2-7)
- ☐ Large Group Instruction (8-15)
- ☐ Field Trips
- ☐ Individualized Counseling
- ☐ Group Counseling Sessions
- ☐ Drill
- ☐ Individual Learning Packets
- ☐ Other (specify) _____

14. Please state expected standard of success:

15.

Number of FTE Teachers _____.__ Number of FTE Aides _____.__ Other (specify) _____.__

16. Report the number of children for each applicable grade level who either (1) failed to achieve the Standard or (2) equaled or surpassed the Standard. Check one or more of the following methods for determining success.

GRADE LEVEL	DID NOT ACHIEVE STANDARD OF SUCCESS	EQUALED OR SURPASSED STANDARD OF SUCCESS	METHOD OF DETERMINING SUCCESS				
			STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION REFERENCE TESTS	OTHER
1-3							
4-6							
7-9							
10-12							
Totals							

17. What was the contributing factor that lead to the achievement of those students who equaled or surpassed your standard of success?

18. What was the main factor that lead to the failure of those students who did not achieve your standard of success?

PROGRAM ACTIVITIES — TO BE COMPLETED BY TITLE I TEACHERS

You may select one teacher or a group of teachers to work in cooperation with the Title I Director in order to complete this form.

INSTRUCTIONS: Select from the list below the activity which most adequately describes the instructional activities of your project and enter the coding number in question 11 below. Complete the rest of the page with information for this activity only. *Repeat this procedure for each instructional activity.*

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English - 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed.-Recreation
11. Social Science
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify)

11. PUPIL PARTICIPATION

For this activity only, report the number of public and non-public school children participating in each applicable instructional or enrichment activity by grade levels.

INSTRUCTIONAL OR ENRICHMENT ACTIVITY (Enter Code Number)	NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVELS						TOTAL
	Pre K-K	1 - 3	4 - 6	7 - 9	10 - 12	Ungraded	

12. List below the materials and equipment used to implement this activity (e.g. reading machines, learning packets)

EQUIPMENT	MATERIALS

13. Check one or more of the techniques listed below that was used to implement the above activity.

- ☐ Individualized Instruction
- ☐ Tutorial Assistance
- ☐ Small Group Instruction (2 - 7)
- ☐ Large Group Instruction (8-15)
- ☐ Field Trips
- ☐ Individualized Counseling
- ☐ Group Counseling Sessions
- ☐ Drill
- ☐ Individual Learning Packets
- ☐ Other (specify) _____

14. Please state expected standard of success.

☐

15.

Number of FTE Teachers _____.___ Number of FTE Aides _____.___ Other (specify) _____.___

16. Report the number of children for each applicable grade level who either: (1) failed to achieve the Standard or (2) equaled or surpassed the Standard. Check one or more of the following methods for determining success.

GRADE LEVEL	DID NOT ACHIEVE STANDARD OF SUCCESS	EQUALED OR SURPASSED STANDARD OF SUCCESS	METHOD OF DETERMINING SUCCESS				
			STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION REFERENCE TESTS	OTHER
1 - 3							
4 - 6							
7 - 9							
10 - 12							
Totals							

17. What was the contributing factor that lead to the achievement of those students who equaled or surpassed your standard of success?

☐

18. What was the main factor that lead to the failure of those students who did not achieve your standard of success?

☐

PROGRAM ACTIVITIES — TO BE COMPLETED BY TITLE I TEACHERS

You may select one teacher or a group of teachers to work in cooperation with the Title I Director in order to complete this form.

INSTRUCTIONS: Select from the list below the activity which most adequately describes the instructional activities of your project and enter the coding number in question 11 below. Complete the rest of the page with information for this activity only. *Repeat this procedure for each instructional activity.*

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English: 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed.: Recreation
11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify)

11. PUPIL PARTICIPATION

For this activity only, report the number of public and nonpublic school children participating in each applicable instructional or enrichment activity by grade levels.

INSTRUCTIONAL OR ENRICHMENT ACTIVITY (Use applicable Number)	NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVELS						TOTAL
	Pre K-K	1-3	4-6	7-9	10-12	Ungraded	

12. List below the materials and equipment used to implement this activity (e.g. reading machines, learning packets).

EQUIPMENT	MATERIALS

13. Check one or more of the techniques listed below that was used to implement the above activity.

- ☐ Individualized Instruction
- ☐ Tutorial Assistance
- ☐ Small Group Instruction (2-7)
- ☐ Large Group Instruction (8-15)
- ☐ Field Trips
- ☐ Individualized Counseling
- ☐ Group Counseling Sessions
- ☐ Drill
- ☐ Individual Learning Packets
- ☐ Other (specify) _____

14. Please state expected standard of success.

15. Number of FTE Teachers _____ Number of FTE Aides _____ Other (specify) _____

16. Report the number of children for each applicable grade level who either (1) failed to achieve the Standard or (2) equaled or surpassed the Standard. Check one or more of the following methods for determining success.

GRADE LEVEL	DID NOT ACHIEVE STANDARD OF SUCCESS	EQUALED OR SURPASSED STANDARD OF SUCCESS	METHOD OF DETERMINING SUCCESS				
			STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION REFERENCE TESTS	OTHER
1-3							
4-6							
7-9							
10-12							
Totals							

17. What was the contributing factor that lead to the achievement of those students who equaled or surpassed your standard of success?

18. What was the main factor that lead to the failure of those students who did not achieve your standard of success?

PROGRAM ACTIVITIES — TO BE COMPLETED BY TITLE I TEACHERS

You may wish to have a teacher or a group of teachers to work in cooperation with the Title I Director in order to complete this form.

INSTRUCTIONS: Select from the list below the activity which most adequately describes the instructional activities of your project and enter the coding number in question 11 below. Complete the rest of the page with information for this activity only. *Repeat this procedure for each instructional activity.*

1. Reading	5. English	9. Natural Sciences	13. Business Education
2. Mathematics	6. English - 2nd Language	10. Physical Ed. Recreation	14. Art
3. Language Arts	7. Industrial Arts	11. Social Sciences	15. Vocational Education
4. Cultural Enrichment	8. Home Economics	12. Music	16. Speech 17. Other (specify)

11. PUPIL PARTICIPATION

For this activity only, report the number of public and nonpublic school children participating in each applicable instructional or enrichment activity by grade levels.

INSTRUCTIONAL OR ENRICHMENT ACTIVITY (Enter Applicable Number)	NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVELS						TOTAL
	Pre K - K	1 - 3	4 - 6	7 - 9	10 - 12	Ungraded	

12. List below the materials and equipment used to implement this activity (e.g. reading machines, learning packets).

EQUIPMENT	MATERIALS

13. Check one or more of the techniques listed below that was used to implement the above activity.

- ☐ Individualized Instruction
- ☐ Large Group Instruction (8-15)
- ☐ Group Counseling Sessions
- ☐ Other (specify) _____
- ☐ Tutorial Assistance
- ☐ Field Trips
- ☐ Drill
- ☐ Small Group Instruction (2 - 7)
- ☐ Individualized Counseling
- ☐ Individual Learning Packets

14. Please state expected standard of success.

15. Number of FTE Teachers _____.___ Number of FTE Aides _____.___ Other (specify) _____.___

16. Report the number of children for each applicable grade level who either (1) failed to achieve the Standard or (2) equaled or surpassed the Standard. Check one or more of the following methods for determining success.

GRADE LEVEL	DID NOT ACHIEVE STANDARD OF SUCCESS	EQUALED OR SURPASSED STANDARD OF SUCCESS	METHOD OF DETERMINING SUCCESS				
			STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION REFERENCE TESTS	OTHER
1 - 3							
4 - 6							
7 - 9							
10 - 12							
Totals							

17. What was the contributing factor that lead to the achievement of those students who equaled or surpassed your standard of success?

18. What was the main factor that lead to the failure of those students who did not achieve your standard of success?

PROGRAM ACTIVITIES — TO BE COMPLETED BY TITLE I TEACHERS

You may elect one teacher or a group of teachers to work in cooperation with the Title I Director in order to complete this form.

INSTRUCTIONS: Select from the list below the activity which most adequately describes the instructional activities of your project and enter the coding number in question 11 below. Complete the rest of the page with information for this activity only. Report one activity for each instructional effort.

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English - 2nd Language
7. Science
8. Home Economics
9. Native Services
10. Physical Ed. Recreation
11. Social Studies
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify)

11. PUPIL PARTICIPATION

For the instructional activity coded in question 10, indicate the number of Title I children participating in each applicable instructional or enrichment activity by grade level.

INSTRUCTIONAL OR ENRICHMENT ACTIVITY	NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVELS						TOTAL
	Pre K - K	1 - 3	4 - 6	7 - 9	10 - 12	Ungraded	

12. List below the materials and equipment used to implement this activity (e.g., reading machines, learning packets).

EQUIPMENT	MATERIALS

13. Check one or more of the techniques listed below that was used to implement the above activity.

- ☐ Individualized Instruction
- ☐ Tutorial Assistance
- ☐ Small Group Instruction (2 - 7)
- ☐ Large Group Instruction (8-15)
- ☐ Field Trips
- ☐ Individualized Counseling
- ☐ Group Counseling Sessions
- ☐ Drill
- ☐ Individual Learning Packets
- ☐ Other (specify) _____

14. Please state expected standard of success.

15.

Number of FTE Teachers	Number of FTE Aides	Other (specify)
_____ . _____	_____ . _____	_____ . _____

16. Report the number of children for each applicable grade level who did not achieve (fell below) the standard or (2) equaled or surpassed the standard. Check one or more of the following methods for determining success.

GRADE LEVEL	DID NOT ACHIEVE STANDARD OF SUCCESS	EQUALED OR SURPASSED STANDARD OF SUCCESS	METHOD OF DETERMINING SUCCESS				
			STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION REFERENCED TESTS	OTHER
1 - 3							
4 - 6							
7 - 9							
10 - 12							
Totals							

17. What was the contributing factor that lead to the achievement of those students who equaled or surpassed your standard of success?

18. What was the main factor that lead to the failure of those students who did not achieve your standard of success?

PROGRAM ACTIVITIES — TO BE COMPLETED BY TITLE I TEACHERS

You may select one teacher or a group of teachers to work in cooperation with the Title I Director in order to complete this form.

INSTRUCTIONS: Select from the list below the activity which most adequately describes the instructional activities of your project and enter the coding number in question 11 below. Complete the rest of the page with information for this activity only. *Repeat this procedure for each instructional activity.*

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English: 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed. (Recreation)
11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify)

11. PUPIL PARTICIPATION

For this activity only, report the number of public and nonpublic school children participating in each applicable instructional or enrichment activity by grade levels.

INSTRUCTIONAL OR ENRICHMENT ACTIVITY	NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVELS						TOTAL
	Pre-K - K	1 - 3	4 - 6	7 - 9	10 - 12	Ungraded	

12. List below the materials and equipment used to implement this activity (e.g. reading machines, learning packets).

EQUIPMENT	MATERIALS

13. Check one or more of the techniques listed below that was used to implement the above activity.

- ☐ Individualized Instruction
- ☐ Tutorial Assistance
- ☐ Small Group Instruction (2 - 7)
- ☐ Large Group Instruction (8-15)
- ☐ Field Trips
- ☐ Individualized Counseling
- ☐ Group Counseling Sessions
- ☐ Drill
- ☐ Individual Learning Packets
- ☐ Other (specify) _____

14. Please state expected standard of success.

15.

Number of FTE Teachers ____.__	Number of FTE Aides ____.__	Other (specify) ____.__

16. Report the number of children for each applicable grade level who either (1) failed to achieve the Standard or (2) equaled or surpassed the Standard. Check one or more of the following methods for determining success.

GRADE LEVEL	DID NOT ACHIEVE STANDARD OF SUCCESS	EQUALED OR SURPASSED STANDARD OF SUCCESS	METHOD OF DETERMINING SUCCESS				
			STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION REFERENCE TESTS	OTHER
1 - 3							
4 - 6							
7 - 9							
10 - 12							
Totals							

17. What was the contributing factor that lead to the achievement of those students who equaled or surpassed your standard of success?

18. What was the main factor that lead to the failure of those students who did not achieve your standard of success?

PROGRAM ACTIVITIES — TO BE COMPLETED BY TITLE I TEACHERS

INSTRUCTIONS: Select from the list below the activity which most adequately describes the instructional activities of your project and enter the coding number in question 11 below. Complete the rest of the page with information for this activity only.

1. Reading	10. Physical Ed. Recreation	14. Art
2. Mathematics	11. Music	15. Speech
3. Language Arts	12. Science	16. Other
4. Social Studies	13. Business Education	

10 Please provide the number of participating children by grade level for each applicable compensatory or enrichment activity.

INSTRUCTIONAL OR ENRICHMENT ACTIVITY	NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVELS						TOTAL
	K	1 - 3	4 - 6	7 - 9	10 - 12	Ungraded	

11 List equipment and materials used to implement this activity (e.g. reading machines, learning packets).

EQUIPMENT	MATERIALS

12 Check one or more of the techniques listed below that was used to implement the above activity.

- ☐ Individualized Instruction
- ☐ Large Group Instruction (8-15)
- ☐ Group Counseling Sessions
- ☐ Other (specify)
- ☐ Tutorial Assistance
- ☐ Field Trips
- ☐ Drill
- ☐ Small Group Instruction (2-7)
- ☐ Individualized Counseling
- ☐ Individual Learning Packets

13 Please state expected standard of success

Number of FTE Teachers	Number of FTE Aides	Other (specify)
_____.__	_____.__	_____.__

15 Report the number of children for each applicable grade level who either (1) failed to achieve the Standard or (2) equaled or surpassed the Standard. Check one or more of the following methods for determining success.

GRADE LEVEL	DID NOT ACHIEVE STANDARD OF SUCCESS	EQUALED OR SURPASSED STANDARD OF SUCCESS	METHOD OF DETERMINING SUCCESS				
			STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION REFERENCE TESTS	OTHER
1 - 3							
4 - 6							
7 - 9							
10 - 12							
Totals							

17 What was the contributing factor that lead to the achievement of those students who equaled or surpassed your standard of success?

18 What was the main factor that lead to the failure of those students who did not achieve your standard of success?

19 Check any of the following that you used in your project

- [ ] Instructional Materials
- [ ] Other Instructional Equipment
- [ ] Minimum Equipment
- [ ] Staff Development
- [ ] Curriculum Development
- [ ] Home-School Liaison Activities
- [ ] Medical, Dental, Health Services
- [ ] Counseling Services
- [ ] Other

NONPUBLIC SCHOOL PARTICIPATION

20 Were services provided to provide project services for nonpublic school children?

PROCEDURES OR SERVICES PROVIDED	NUMBER OF PARTICIPANTS

PARENTAL INVOLVEMENT

PARENT ADVISORY COMMITTEE (PAC)

21 Report the composition of the PAC on this project. Indicate the number of people representing each group.

CLASSIFICATION OF PERSONNEL	NUMBER
Parents of Participating Title I Project	
Parents of Non-Title I Children from Project Area	
Nonpublic School Representative	
School District Personnel	
Other (specify)	
Total	

22 How many advisory committee meetings were held in Fiscal Year 1973?

23 Check the areas in which the PAC is involved. (Involved means an active part in the specified area e.g. asked questions, offered suggestions.)

- [ ] 1. Planning
- [ ] 2. Operation
- [ ] 3. Evaluation

24 Check the activities in which you had Title I parents involved.

- [ ] Participated in conferences with project staff
- [ ] Attended orientation meetings at school
- [ ] Visited Title I classes or activities
- [ ] Selection of Attendance Areas
- [ ] Involved in planning project activities
- [ ] Served as volunteer aides
- [ ] Contracted at home by project staff
- [ ] Evaluated project activities
- [ ] Other (specify)

IN THE OPINION OF THE PAC

What aspect of this project proved to be most beneficial to Title I students?

What aspect of the project proved to be the least beneficial to Title I students?

Did the PAC have an effect on the Title I program? [ ] YES [ ] NO *If yes please explain the effect and the results*

Signature of the chairman of the Parent Advisory Committee denoting acceptance of the above report.

Date *Signature*

Address

TO BE COMPLETED BY TITLE I DIRECTOR

RELATIONSHIPS WITH OTHER PROGRAMS

ACTIVITIES WITH OTHER PROGRAMS

- ☒ Shared library resources

DISSEMINATION

- ☐ Inhouse dissemination of Title I information
- ☐ Newspaper releases
- ☐ School publications
- ☐ Published brochures
- ☐ Visitation programs
- ☐ Other (specify)

As a result of your evaluation how do you plan to strengthen or improve your project?

- ☐ Increase inservice
- ☐ Identify students earlier
- ☐ Other (specify)

Did you have any contact with the SEA Regional Team during F.Y. 73?

☐ YES ☐ NO If yes, check the activities which best describes the contact(s)

- ☐ Assisted in developing evaluation system
- ☐ Requested by E.F.A. as a consultant in a local inservice session
- ☐ Provided assistance in completing SEA forms
- ☐ Other (specify)

IMPORTANT

Title I teacher(s) must complete page 2 for each instructional or enrichment activity the agency is participating in.

Report the number of Public and Nonpublic school children by grade level for each activity.

DO NOT COMBINE ACTIVITIES

APPENDIX B

The LEA's listed below did not file an evaluation questionnaire with the SEA, and, subsequently, their data in not included in the 1973 Title I report.

County	District
Adams	Mendon Com. Unit School Dist. 4
	Quincy School Dist. 172
Cook	Argo Com. High School 217
	Consolidated High School 230
	Elmwood Park C. U. School Dist. 401
	Evanston Twp. High School Dist. 202
	Evergreen Park School Dist. 124
	Flossmoor School Dist. 161
	Harvey (West) School Dist. 147
	Hazel Crest School Dist. 152½
	Kirby School Dist. 140
	Niles School Dist. 71
	Reavis Twp. High School 220
	Ridgeland School Dist. 122
	Ridgewood Com. High School Dist. 234
Edgar	Chrisman Com. Unit School Dist. 6
	Paris School Dist. 95
Franklin	Christopher Com. High School Dist. 38
	Christopher School Dist. 34
	Sesser Com. Unit School Dist. 196
	Thompsonville Com. High School Dist. 112
Gallatin	North Gallatin C. U. School Dist. 1
Grundy	Goodfarm Com. Cons. School Dist. 35
Hamilton	Aden Com. Cons. School Dist. 105
	Beaver Creek C. C. School Dist. 106
	Dahlgren Com. Cons. School Dist. 101
	Dale Com. Cons. School Dist. 98
	Flannigan C. C. School Dist. 103
	Knights Prairie C. C. School Dist. 102
	McLeansboro Twp. High School Dist. 58
	Piopolis School Dist. 33

Hardin	Rosiclare C. U. School Dist. 1
Jackson	Carbondale Com. High School Dist. 165 Elverado C. U. School Dist. 196
Jefferson	Dodds Com. Cons. School Dist. 7 Grand Prairie C. C. School Dist. 6 Opdyke Com. Cons. School Dist. 9
Kane	Geneva Com. Unit School Dist. 304
Lake	Hawthorn C. C. School Dist. 73 Mundelein School Dist. 75 Zion School Dist. 6
Macon	Niantic - Harristown C. U. School Dist. 6
Massac	Unionville Com. School Dist. 41
McHenry	McHenry Com. Cons. School Dist. 15
McLean	Bloomington School Dist. 87 Olympia C. U. School Dist. 16
Madison	Wood River East Alton Com. High Sch. Dist. 14
Marion	Iuka Com. Cons. School Dist. 7 Kell Cons. School Dist. 2 Salem Grade School Com. Dist. 111
Moultrie	Lovington C. U. School Dist. 303
Perry	Pinckneyville Grade School Dist. 50
Pike	Perry Com. High School Dist. 172
Rock Island	Carbon Cliff Com. School Dist. 36
St. Clair	New Athens C. U. School Dist. 60
Union	Anna-Jonesboro Com. High School Dist. 81
Wabash	Allendale C. C. School Dist. 17
Wayne	Merrian C. C. School Dist. 19 Sims C. C. School Dist. 5

The following reports were received after the deadline, but were too late to be included in the report.

County	District
Adams	Camp Point C. U. School Dist. 3
Carroll	Thompson Com. Unit School Dist. 301
Champaign	St. Joseph C. C. School Dist. 169
Cook	Bloom Twp. High School Dist. 206 Harvey (West) Com. School Dist. 147 J. Sterling Morton High School Twp. 201 Oak Park School River Forest Dist. 200 Thornton Twp. High School Dist. 205 Western Springs School Dist. 101
DuPage	West Chicago Com. High School Dist. 94
Lake	Lake Zurich C. U. School Dist. 95
LaSalle	Mendota Twp. High School Dist. 280 Streator Com. School Dist. 45
Livingston	Cornell Grade School C. C. School Dist. 426
Mason	Bath (Balyki) C. U. School Dist. 125
McHenry	Harrison Com. School Dist. 36
Peoria	Peoria Heights C. U. School Dist. 325
Rock Island	Rockridge C. U. School Dist. 300 Silvis Schools Com. School Dist. 34
Sangamon	New Berlin C. U. School Dist. 16 Pawnee C. U. School Dist. 11

APPENDIX C

TITLE I VISITATION SCHEDULE 1973-74

DATE	SCHOOL DISTRICT	COUNTY
October 2-3-4	Collinsville Unit #10	Madison
October [illegible]-17-18	Meridan C.U. #101	Pulaski
October 23-24-25	Kankakee Unit #111	Kankakee
November 6-7-8	Cahokia Unit #187	St. Clair
November 14-15-16	Jacksonville Unit #117	Morgan
November 27-28-29	Rockford Unit #205	Winnebago
December 4-5-6	Posen-Robbins Elem. #142-5	Cook
December 11-12-13	East St. Louis Unit #189	St. Clair
January 15-16-17	Decatur Unit #61	Macon
January 22-23-24	Elgin Unit #46	Kane
January 29-30-31	Cairo Unit #1	Alexander
February 5-6-7	Harvey Unit #147	Cook
February 13-14-15	Moline Unit #40	Rock Island
February 26-27-28	Peoria #150	Peoria
March 5-6-7	Chicago Heights #170	Cook
March 12-13-14	Granite City #9	Madison
March 19-20-21	Madison #12	Madison
April 2-3-4	Maywood #89	Cook
April 8-9-10	Springfield #186	Sangamon
April 17-18-19	Urbana #116	Champaign
April 23-24-25	Waukegan #60	Lake
April 30, May 1-2	Aurora East #131	Kane
May 7-8-9	Eldorado	Saline
May 13-14-15	Marion Unit #2	Williamson

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